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ABSTRACT

Suggesting implications for career education program development and revision, this document is one in a series of five publications reporting results of a career development needs study of four different age levels. In this document, the assessment of career development needs of seventeen-year-olds is presented in three major sections. Section 1 presents an overview of the National Assessment of Career and Occupational Development (COD), explaining the rationale, objectives, exercises, assessment samples, subpopulation data, and possible uses of the career development needs series. Section 2 presents the collected data on the career development needs of seventeen-year-olds. The results are summarized and program implications are suggested under five broad objectives: prepare for making career decisions, improve career and occupational capabilities, possess skills that are generally useful in the world of work, practice effective work habits, and have positive attitudes toward work. Also organized by these five objectives, section 3 provides a more detailed description of the COD assessment data, including statistical tables. (BM)

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CAREER DEVELOPMENT NEEDS OF SEVENTEEN YEAR OLDS:

HOW TO IMPROVE CAREER DEVELOPMENT PROGRAMS

Prepared for the
National Advisory Council for Career Education

By

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NVGA-AMEG Commission on National Assessment's
Career and Occupational Development

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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National Advisory Council for Career Education, September 1977

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PREFACE

A considerable portion of each agenda of the National Advisory Council for Career Education is devoted to assessing the various means by which the identifiable knowledge gaps in career education can be closed. The result has been the commissioning of two series of papers on a wide variety of topics. Several of the papers from the first series were published in 1976, e.g., those dealing with the emerging history and the efficacy of career education.

A second series of papers were commissioned in 1976, again, on a broad number of career education concerns. The document in your hands is one of those submitted to the Council in either late 1976 and early 1977.

At the April 6, 1977 meeting of the Council, a substantial amount of time was spent discussing these papers. A motion was passed unaminously to reflect the position to which the Council strongly adheres, namely, that it is healthy to have different points of view on career education and that the promotion of these differing views is a very positive step in the life of career education. We sincerely believe that the dissemination of these papers is, indeed, a very salutary action in the furtherance of the career education debate.

This does not and should not imply that the National Advisory Council for Career Education accepts and endorses all the concepts, ideas, suggestions and recommendations in the papers we are now disseminating. We disagree with opinions expressed in several of these papers. This document, rather, reflects the realization that the Council has identified certain goals and issues and that we wish to make available for reading, and, to be sure, thought-provoking discussion, this set of commissioned papers which directly explore these goals and issues.

Our intent, as we have indicated, has been to close some of the existing knowledge and philosophical gaps in the field. We trust this document will contribute toward that end.

George F. Meyer, Jr.
Chairperson

May 20, 1977

PREFACE

This publication is one of a series which was developed by the NVGA-AMEG Commission on National Assessment's Career and Occupational Development (COD). The Commission was formed in 1974 under the leadership of Frank Womer, who was at that time president of AMEG, because of his belief in the importance of National Assessment's COD results for the design of career development programs. During that year, the joint Commission was formed with Frank Womer as AMEG Chairperson and Thelma Vriend as NVGA Chairperson. In July of 1974, a formal proposal of approval for the Commission's efforts was submitted to APGA and official approval was obtained from the APGA Board of Directors.

From 1974-76, the Commission members, which include Frank Womer, Thelma Vriend, Marjorie Mastie and Ronald Pollack, worked in consultation with others such as Ralph Bohn, Donald Super, and Doris Jeffries to identify writing teams and to coordinate efforts with the National Assessment Project staff. Two writing teams were organized: The Age-Level Team with Juliet Miller (Editor), Roger Aubrey, Anita Mitchell and Bert Westbrook, and the Developmental-Oriented Team with Dave Tiedeman (Editor), Martin Katz, Anna Miller-Tiedeman, and Samuel Osipow.

In June of 1976, the Commission, working cooperatively with APGA, obtained funding from the National Advisory Council for Career Education chaired by Bruce Shertzer. At that time, writing of the publications was initiated. Throughout the project, major support and assistance have been provided by the National Assessment staff including: Roy Forbes, Director; Gloria Frazier; Don Phillips; Barbara Ward; and Ken Seaman. Also, Charles Lewis and Frank Burtnett of APGA provided encouragement and administrative coordination.

This series of publications, developed through the efforts of the NVGA-AMEG Commission on National Assessment (COD), is the result of recognition by the many individuals involved of the importance of using information about the career and occupational development status of youth and adults as the basis for the design of career development programs. The intent of the publications is to present National Assessment's COD results, and to suggest implications of these results for current practice. The series is designed to stimulate the development and revision of programs based on career development needs as indicated by the assessment data. It provides information which is useful to counselors, counselor educators, teachers, educational decision-makers, and government policy-makers.

Juliet V. Miller
Age Level Editor

Ann Arbor, Michigan
February, 1977

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Have Generally Useful Interpersonal Skills
Have Employment Seeking Skills

Objective IV: Practice Effective Work Habits
Assume Responsibility for Own Behavior
Use Initiative and Ingenuity to Fulfill Responsibilities

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SECTION I

OVERVIEW OF THE NATIONAL ASSESSMENT CAREER AND OCCUPATIONAL DEVELOPMENT ASSESSMENT

WHAT IS NATIONAL ASSESSMENT?

National Assessment of Educational Progress (NAEP) was initiated in 1964 as a response to the need to look at the outputs as well as the inputs of education. The project goals include collection and reporting of information about specific educational achievements of young people in the United States, detection and reporting of changes in that achievement, and encouragement of states and educational policy makers to apply the new data to the solution of specific problems in education.

NAEP surveys the educational attainments of four age groups: Nines, Thirteens, Seventeens and Adults (ages 26-35). These age groups represent educational milestones attained by most students. Nines have been exposed to the basic program of primary education; Thirteens have finished their elementary school program; and Seventeens are completing the high school program. Seventeens also include a sample of out-of-school youth. Adults represent a group who have completed their formal education and have been away from school for a number of years.

Ten educational areas are assessed in five-year cycles. These areas are: art, career and occupational development, citizenship, literature, mathematics, music, reading, science, social studies and writing. Each five-year cycle includes the following steps: development and review of objectives by subject matter specialists and educators, development and field testing of exercises to measure the objectives, administration of exercises to national samples at the four age levels, and data analysis and interpretation.

OVERVIEW OF THE CAREER AND OCCUPATIONAL DEVELOPMENT AREA

Rationale for the "Career Development Needs" Series

The first NAEP Career and Occupational Development (COD) assessment was administered during the 1973-74 school year to a national sample representing the four age levels. This "Career Development Needs" series contains four publications. Each publication provides an overview of the NAEP-COD results for one of the four age levels: Nines, Thirteens, Seventeens, or Adults. This series is intended to provide a summary of the COD results which will help educators gain a better understanding of the current status of a particular age group on specific career and occupational development objectives. In addition, each publication draws implications of the COD results for career development programs suggesting types of learning experiences which might facilitate increased achievement on the specific objectives. The broad goal of each publication is to provide a stimulus for local educators as they assess the needs of their own students and design career development programs to meet these needs. Hopefully, these publications will trigger discussion and program planning by providing a summary of the COD assessment results.

The Objectives

The development of COD objectives and exercises was completed by the American Institutes for Research under contract with NAEP. The COD assessment used exercises to measure the following objectives and sub-objectives:

I. Prepare for making career decisions.
   A. Know own characteristics relevant to career decisions.
   B. Know the characteristics and requirements of different careers and occupations.
   C. Relate own personal characteristics to occupational requirements.
   D. Plan for career development or change.

II. Improve career and occupational capabilities.

III. Possess skills that are generally useful in the world of work.
   A. Have generally useful numerical skills.
   B. Have generally useful communication skills.
   C. Have generally useful manual-perceptual skills.
   D. Have generally useful information-processing and decision-making skills.
   E. Have generally useful interpersonal skills.
   F. Have employment seeking skills.

IV. Practice effective work habits.
   A. Assume responsibility for own behavior.
   B. Plan Work.
   C. Use initiative and ingenuity to fulfill responsibilities.
   D. Adapt to varied conditions.
   E. Maintain good health and grooming.

V. Have positive attitudes toward work.

   A. Recognize the bases of various attitudes toward work.

   B. Hold competence and excellence in high regard.

   C. Seek personal fulfillment through own achievement.

   D. Value work in terms of societal goals.

This is the total range of objectives used in the COD assessment. Not all sub-objectives were assessed for each age level. Each publication in this series describes the specific sub-objectives assessed at that age level.

The Exercises

The exercises were extensively reviewed and tested prior to the actual assessment, and were developed in consultation with educators, career development specialists and lay persons. The exercises are a unique aspect of NAEP since, in addition to multiple choice items, NAEP uses other exercise formats such as open-ended questions and individual performance items.

In any NAEP assessment, 40-60% of the exercises are released to the public while one-half remain unreleased so that they can be used again in future assessments. This series reports only the results for the released COD exercises. Therefore, each publication describes the actual exercises, and those individuals who are interested in using the exercises locally can obtain copies of the exercises complete with scoring instructions by ordering the Career and Occupational Development Technical Report: Exercise Volume (see p. 12).

It is important to note that the exercises are, in most cases, administered to more than one of the four age groups thus allowing cross-age comparisons. While the four publications in the "Career Development Needs Series" do not make comparisons across age levels, the NVGA-AMEG publication by Tiedeman, Katz, Miller-Tiedeman, and Osipow (see p. 11) is focused specifically on this type of comparison.

The Assessment

NAEP administers exercises to national samples at each age level. Exercises are administered in packages which contain several exercises and which can be administered in a reasonable time period. COD packages were administered to a national sample which was stratified by region of the country, size of the community and socioeconomic level. The administration of the COD assessment was administered by the Research Triangle Institute, Raleigh, North Carolina, and scored by the Measurement Research Center, Iowa City, Iowa. About 100,000 respondents were sampled in the 1973-74 assessment. However, not all respondents took all exercises. For example, more than 35,000 Thirteens participated in the assessment but only 2,200-2,700 Thirteens responded to any one of the exercise packages. The total number of respondents included in each age group was approximately as followed: Nines--28,000; Thirteens--38,000; Seventeens (in school)--34,000; Seventeens (out of school)--1,000; and Adults--2,000.

The Sub-Populations

The COD assessment was administered to a national sample of each of the four age level groups. However, data analysis was completed not only for the total national group at each level but also for several sub-populations. These sub-populations are:

Sex

Results are presented for males and females.

Race

Results are reported for blacks, whites and others.

Region

Results are reported for four regions: Northeast, Southeast, Central and West. The states that are included in each region are shown in Figure 1.

See Figure 1, p.151

Parent Education

Four categories of parental education are defined by NAEP. These categories include: (1) No-HS--those whose parents have had no high school education; (2) Some-HS--those who have at least one parent with some high school education; (3) Grad-HS--those who have at least one parent who graduated from high school; and (4) Post-HS--those who have at least one parent who has had some post high school education.

Size and Type of Community

Community types are identified both by the size and location of the community and by the type of employment of the majority of people in the community. These include: (1) high metro--areas in or around cities with a population greater than 200,000 where a high proportion of the residents are in professional or managerial positions; (2) low metro--areas in or around cities with a population greater than 2,000 where a high proportion of the residents are on welfare or are not regularly employed; (3) extreme rural--areas with a population under 10,000 where most of the residents are farmers or farm workers; (4) urban fringe--communities within the metropolitan area of a city with a population greater than 200,000 outside the city limits and not in the high or low metro group; (5) main big city--communities within the city limits of a city with a population over 200,000 and not included in the high or low metro groups; (6) medium city--city with population between 25,000 and 200,000; and (7) small places--communities with a population of less than 25,000 and not in the extreme rural group.

Throughout this "Career Development Needs" series, sub-populations are reported when the results indicate that a sub-population is significantly different from the total national group. This means that while sub-population differences are not comprehensively reported, important differences have been highlighted.

The Data

The NAEP-COD assessment is an objective-referenced assessment. This means that the results are reported in percentages of the total group or specific sub-group which gave acceptable responses for a specific exercise related to a specific career and occupational development objective. No attempt is made to summarize overall COD performance for individuals. The COD results are helpful in providing insights into the current achievement levels of specific groups on each of the measured objectives.

The "Career Development Needs" series reports P-values for various exercises. The P-values are weighted estimates of the total population percentages. Thus, for example, a statement that, "90% of Nines gave an acceptable response," means that 90% is an estimate of all Nines in the United States who would have given an acceptable response if the total population has been assessed.

Publications in this series also report sub-group differences from the total group. For example, statements such as, "Females scored higher than the total group," are made throughout the reports. Throughout the tables, significant differences are indicated with asterisks (*). Standard errors were computed for each P-value. Sub-group differences are considered to be significant if the obtained differences between the sub-group and the total group was at least twice as large as the estimate of the standard error. This means that asterisks indicate that there is a 95% probability that a difference between the total group and the sub-group actually exists. It is important to note, however, that when these sub-group differences are reported, the causes for the differences in achievement levels cannot be ascribed solely to membership in a particular group. Each respondent is a member of many groups. NAEP results do not provide direct evidence of causal relationships.

USES OF THE "CAREER DEVELOPMENT NEEDS" SERIES

At the present time, there is considerable interest on the part of local school districts, adult education programs, and educational associations in developing career development components for career education programs. Crucial to the development of quality programs is an understanding of the current career and occupational development status of students within the educational system. Local school districts are attempting to develop goals for these career development programs, but these goals are difficult to establish without baseline information. The central program development questions are, "What is the current achievement level of specific student groups on career development objectives?" and "What are the implications of those data for designing career development programs?"

The "Career Development Needs" series is designed for groups of program planners at the local school building level and professional groups interested in career development at the specific age level. You should consider the following guidelines as you use these publications.

1. Select Relevant Objectives--Each publication overviews the results related to each of the five broad COD objectives and sub-objectives within the broad objectives. You probably will find some objectives and/or sub-objectives more relevant to your own program priorities. Review the objectives on pages 3-4 and select those which are most relevant for you. Use this list to guide you as you review the data analysis and implications sections of the publications.

2. Review the Exercises--As the results are presented, each exercise is described. It will be important for you to review the nature of each exercise to determine whether it is measuring an aspect of the objectives which is important for you. This can be done

by comparing the exercises to your current curriculum materials and to your existing program objectives.

3. Decide Whether to Collect Local Data--The COD results are for a national group rather than local groups. They are helpful in providing an overview of the current achievement level of the total national group and sub-groups within the total group. By focusing on specific sub-groups such as geographic region or parental educational level, you can identify groups more similar to your own student group than the total national group. However, you will also want to consider the possibility of using the COD exercises with your own students to collect local data. The COD exercises reported in these publications are released and are available in the Career and Occupational Development Technical Report: Exercise Volume (see p. I2).
4. Overview Relevant Results--Once you have selected objectives and/or sub-objectives relevant to your local program, it will be helpful if you overview the results for these objectives in the data analysis section of the publication. This will help you understand percentages (P-values) for the total group and will highlight important sub-group differences.
5. Use the Implications as a Stimulus--The COD results are question raising in the sense that they provide important information about the current achievement level of students on COD objectives. Throughout the implications section, you will find a number of suggestions about types of career development activities which the COD results indicate are needed at the present time.

However, these implications are intended to trigger your thinking rather than to be inclusive of all possible program suggestions. You are encouraged to use the implications as a stimulus to help you develop further ideas for career development program activities.

OTHER COD ASSESSMENT RESOURCES

NVGA-AMEG Series

This publication is one in a series of publications developed by the NVGA-AMEG Commission on National Assessment with support from the National Advisory Council on Career Education and the National Assessment Project. These publications are available from: Publication Sales, American Personnel and Guidance Association, 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009. Publications in this series include:

Miller, J. M., Career Development Needs of Nine-Year Olds: How to Improve for Career Development Programs. Washington, D.C.: National Vocational Guidance Association, 1977.

Aubrey, R. F., Career Development Needs of Thirteen-Year Olds: How to Improve for Career Development Programs. Washington, D.C.: National Vocational Guidance Association, 1977.

Mitchell, A. M., Career Development Needs of Seventeen-Year Olds: How to Improve for Career Development Programs. Washington, D.C.: National Vocational Guidance Association, 1977.

Westbrook, B. W., Career Development Needs of Adults: How to Improve Career Development Programs. Washington, D.C.: National Vocational Guidance Association, 1977.

Tiedeman, D. V., Katz, M. R., Miller-Tiedeman, A., and Osipow, S. The Cross-Sectional Story of Early Career Development as Revealed by the National Assessment of Educational Progress. Washington, D.C.: National Vocational Guidance Association, 1977.

NAEP Series

The NAEP project has also developed several reports related to the COD assessment. These are available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Career and Occupational Development Technical Report: Exercise Volume. Career and Occupational Development Report No. 05-COD-20.

For exercises that have been released, this volume provides a copy of the exercise, complete documentation about administration and scoring procedures and national results for each foil and/or scoring category.

The First National Assessment of Career and Occupational Development: An Overview. Career and Occupational Development Report No. 05-COD-00.

Adult Work Skills and Knowledge: Selected Results from the First National Assessment of Career and Occupational Development. Career and Occupational Development Report No. 05-COD-01.

An Assessment of Career Development Basic Work Skills: Selected Results from the First National Assessment of Career and Occupational Development. Career and Occupational Development Report No. 05-COD-02.

Objectives for Career and Occupational Development (1971). National Assessment of Educational Progress.

This volume contains all of the COD objectives which were samples for the 1973 assessment which is described in this publication series.

Revised Objectives for Career and Occupational Development (1977).

This volume contains the COD objectives which will be sampled for the second COD assessment which is targeted for 1978.

SECTION II

CAREER DEVELOPMENT NEEDS OF SEVENTEENS: IMPLICATIONS FOR YOUR PROGRAM

About 37,500 Seventeens were tested on COD items. They represent a total age-group population of 3.6 million, both in-school and out-of-school. This document summarizes the responses of these Seventeens and examines the summaries for program implications. If you acquire a set of the released exercises, you will find that many of them are multi-sectioned, requiring responses to a number of related questions. The data analyses provided by NAEP cover nearly 2,000 pages of computer printouts, each displaying percentages of Seventeens making each possible response, plus combinations of responses. Differential scores are reported by region, sex, race, parental education and size and type of community. There are interesting and potentially significant findings in each category of responses, but analysis of all the data is not feasible or desirable.

The purpose of this section is to lead you through a data analysis process which you may apply to whatever segments of the data may be most relevant to your situation. To illustrate the process selected results of exercises related to each of the objectives and most of the sub-objectives are presented. Some implications of the data presented and possible applications for practical program implementation designed to enhance students' career and occupational development are suggested. When you have gathered data on your own students you will want to compare them with the national data; where similarities exist, you may want to consider some of the suggestions made in this section. Section III presents complete data on each released exercise, with tables displaying those areas in which subpopulation responses differed significantly from national averages.

Responses of Seventeens on the COD assessment exercises reveal some specific trends which warrant our attention. Hopefully these results will help you spot inequities in your own program--areas in which some subpopulations have more or less advantage than others--and will encourage you to make whatever program modifications are necessary in order to approach equity.

Most significant results of exercises addressing each of the five COD objectives are presented here, followed by implications. The five objectives are:

I. Prepare for making career decisions.
II. Improve career and occupational capabilities.
III. Possess skills that are generally useful in the world of work.
IV. Practice effective work habits.
V. Have positive attitudes toward work.

These objectives have sub-objectives, and those that were assessed are treated here.

As indicated in Section I, sub-group analysis of the national sample of Seventeens was made by geographic region (NE, Cent., West, SE), by sex (males and females), by race (blacks, whites, others), by parent educational level (No-HS, Some-HS, Grad-HS, Post-HS, unknown), and by size and type of community (Lomt., ER, Smpl., Mcty., MBC, UF, and Himt.). See Section I, pp. 5-6, for explanations of these categories. To conserve space on tables in order to present all categories, and to increase readability of this document, the abbreviations above will be used. Remember, then, that when we speak of "No-HS males" we are not speaking of boys who have not attended high school, but rather of boys whose parent did not attend high school.

This section will give you a quick overview of results and suggest some implications in order to get you started on your own data collection, analysis, and program development. At that point you will probably want to study Section III where more complete data are presented.

The implications suggested here are minimal, as are the suggested program applications. There is little usefulness in presenting comprehensive implications and applications, based on national data, when your own population of Seventeens may differ markedly from the national sample. This, then, is not a road map, but rather a how-to guide.

OBJECTIVE I: PREPARE FOR MAKING CAREER DECISIONS

This objective assessed Seventeens' knowledge of their own characteristics relative to career decisions, of the characteristics and requirements of different careers and occupations, of the characteristics and requirements of different career decisions, of how to relate their own personal characteristics to occupational requirements, and of how to plan for career development or change.

KNOW OWN CHARACTERISTICS RELATIVE TO CAREER DECISIONS

The results of items for this sub-objective show how Seventeens view the availability/helpfulness of various adults with whom they might discuss future plans; things they like to do and would like to do better; and how their skills in this area compare with others their age.

Talked Seriously About Future Plans

Result 1: Most Seventeens have talked seriously to someone about their future plans.

Result 2: More females than males, more NE than SE, and more Post-HS than No-HS have disucssed future plans.

Result 3: Seventeens discuss future plans with parents almost twice as often as with the next-named persons: counselor/advisor or peer.

Result 4: Only two-thirds felt that the person(s) they talked to was aware of their abilities.

Implications: The implications of these data are obvious. If students are to know their own characteristics relevant to career decisions, they must be able to discuss their future plans with someone who is aware of their abilities. School counselors/advisors are most apt to have access to objective data about student abilities; teacher access to such data needs to be facilitated. However, it is the parents to whom the students most often turn for advice. This implies that we have a responsibility to provide parents with the information and skills necessary to advise their children. By sharpening their own awareness of students' abilities, and their own skills in initiating discussion of future plans, teachers and counselors may increase the percentage of students who turn to them for advice. However, their time and energies might be better spent on parent development. The student has access to parents on a regular and continuing basis. Informed parents can do a better job of advising most students, leaving the counselors and teachers with ample time for studying and interpreting the characteristics and needs of the students.

The fact that counselors and teachers are not seen as primary sources of advice about future plans suggests that such contacts are usually "hit-and-miss," depending upon the initiative of the students and the accessibility of the counselor or teacher. It is suggested that the curriculum be structured to allow for students' guided periodic systematic review, discussion and exploration of future plans. This would best be done in the classroom, with teacher and counselor teaming in group presentation, discussion, and individual conference.

Self-Perceptions of Abilities

Result 5: In identifying what they would like to do better, males' responses cluster in the categories of group sports and hobbies and crafts, whereas females name musical or artistic activities and household skills.

Result 6: Almost twice as many blacks as whites name household skills as something they would like to do better, and more than twice as many whites as blacks name individual sports.

Result 7: Type of community and parental education are related to choices, with almost twice as many high metros as low metros naming individual sports, and 50% more Post-HS than No-HS naming individual sports and musical or artistic activities.

Result 8: Males tend to have more confidence in their ability to do things well than do females.

Result 9: Comparison with the performance of others is the most frequently used criterion of Seventeens for judging how well they could perform on an activity.

Result 10: Most Seventeens have tried to find out how to do the activity better; verification from live sources was the most frequently used device to get this information.

Result 11: Medium city Seventeens are most apt to take formal lessons or training to improve in their activity.

Implications: If you believe that self assessment is an important competence of a career developed individual, you will want to see to what extent your student population parallels the national sample. Without laying values on you, we might suggest that it would be desirable to work toward diminishing sex differences in activities males and females would like to do better, and in the criteria they use for judging their own performance. This can be accomplished in a number of ways, one of which is to make the total group aware of these sex differences and have them analyze the genesis of the differences in their own experience. Making available to students of both sexes equal access to all activities is also indicated.

To reduce differences related to parental education, you might involve community representatives (business, industry, organizations) to help motivate all students to participate in a variety of activities, and to provide opportunities for such participation. Low metro students obviously need resources (time, facilities, and opportunity) to pursue individual sports. Community assistance will be needed to facilitate a change in this area.

Specific instruction in techniques for establishing performance criteria and for analyzing feedback can be taught to Seventeens to help them with their self assessment. Programs and materials for such instruction are available.

At this point, the reader is reminded that this document does not pretend to give you THE answer to effecting change in areas where undesirable conditions exist; rather it presents the PROCESS of dealing with the data, with minimal suggestions for interventions.

KNOW CHARACTERISTICS AND REQUIREMENTS OF DIFFERENT OCCUPATIONS

Exercises for this sub-objective asked Seventeens to match occupations with required physical characteristics or learned skills; and to make judgments about the desirability/undesirability of a given worker accepting a promotion to a better paying job in which he/she will supervise the work of fellow employees.

Matching Occupations with Physical Characteristics/Skills

Result 12: Most Seventeens are able to match at least five of the nine occupations with the physical characteristics/skills, but fewer than ten percent had all nine parts correct.

Result 13: Blacks and low metros were significantly lower than other populations on this item.

Implications: If you decide to work on this skill with your students, you might begin by having them develop an expanded list of jobs within their field of interest, then develop a matrix showing the generic characteristics of all workers in the field, and the unique characteristics needed for each job within the field. AIR'S Career Data Book (Project Talent Data Profiled) would be a good source for this kind of study.

Reasons for Accepting/Not Accepting Promotion

Result 14: Prestige and status are cited more than twice as often as challenge and responsibility, personal satisfaction, opportunity, and advancement as reasons for accepting a promotion to a supervisory job.

Result 15: More males than females name working conditions and benefits as reasons for accepting promotion.

Result 16: Whites were almost twice as likely as blacks to consider challenge and responsibility as a factor in the decision.

Result 17: The most frequently named reason for refusing the promotion is too much responsibility, with medium city and whites giving this response more frequently than lo metros and blacks.

Implications: These data appear to contradict the experts who say that the new generation does not place a high value on prestige and status. To the extent that these data would be replicated today--two years after the NAEP testing--prestige and status are still prime motivators. This, coupled with data presented later in this document, indicates that student aspirations are still skewed heavily toward professional and other prestige occupations, whereas only a limited supply of such occupations can be handled in our economy. Unless we help students see that there is dignity and worth to be found in all occupations, and unless we help them discover and value other "carrots" than money and prestige, we will continue to contribute to the vast army of the underemployed about which James O'Toole speaks so eloquently.

Responses to Section B of this item, particularly those regarding responsibility, suggest that Seventeens may not be aware of what it means to be a supervisor--how this relates to the knowledge and skills the worker had to have to be considered for promotion, and what it feels like to be in such a position. If your student profiles are similar to those of the national sample, and if this disappoints you, you may want to examine the biases (perspectives) of yourself and your staff, how these perspectives are transmitted to your students, and how you can counteract these in-school factors as well as the subtle but pervasive societal influences which seduce students into aspiring to roles they don't understand and occupations in which they will find no room. This suggests a dandy series of social science units, analyzing the impact of societal forces, and designing interventions to alert individuals to these forces and to build their armamentarium of resistance to such forces.

Again, parent education and community involvement offer the best antidote to the crippling differences which these data highlight as related to socio-economic factors. The community MUST become your classroom; community workers MUST become your colleagues in education of young people.

RELATE OWN PERSONAL CHARACTERISTICS TO OCCUPATIONAL REQUIREMENTS

This sub-objective produced exercises which explore Seventeens' interests in hobbies, sports, games or other activities that might be useful for a job, and their ability to link these interests with specific occupations and sources of information about job requirements.

Abilities to Link Leisure Activities With Possible Jobs

Result 18: More males than females are able to name an activity in which they were interested that might be useful for a job. Hi metro and Post-HS exceed the national average on this item.

Result 19: Five times as many males as females name group sports as a job-related activity. More females than males see musical or artistic activities as useful for a job.

Result 20: In naming the job for which the activity might be useful, doing that same hobby or activity professionally is the most frequent response.

Result 21: Low metros are more apt to suggest doing the activity profesionally, whereas high metros are more apt to suggest teaching it.

Implications: Probably one of the most significant results of this item is that only 2.2% of the respondents saw school or academic areas as activities that might be useful for a job. This finding has been replicated in study after study in which students are not able to draw linkages between formal and/or informal academic learning and performance on a job. The implications of this are so obvious--and so embarrassing--that they will not be repeated here. A first step might be for each staff member who works with Seventeens to define in terms of student competencies the knowledges, skills, attitudes, interests, and values she/he is trying to help the students achieve. A rigid monitoring system to determine whether the current program is working with a feedback loop that pinpoints ineffective practices would be a natural concomitant of this exercise. Students should be helped to see themselves as human capitol, and to see the acquisition of competences as additions to that human capitol. Education should be seen as an investment, but unless students can be helped to pinpoint the values (both pecuniary and non-pecuniary) to them of their educational efforts and the buying power of their personal investment, we cannot expect them to embrace formal education with enthusiasm.

Again we see glaring sex and race differences which suggest unequal opportunities, not only in terms of access, but in terms of motivation and aspiration. Schools need to engage in serious internal analyses to make sure that ALL students, regardless of race and sex, genuinely have equal options in all types of education.

PLAN FOR CAREER DEVELOPMENT OR CHANGE

Exercises for this objective ask students to relate subjects taken in school with possible jobs/occupations, and to name likes/dislikes and skills/abilities related to jobs they have considered.

Relating School Subjects to Jobs

Result 22: Most Seventeens report having taken a subject in school that might be useful for a job, with business education, mathematics, vocational education, science, English and industrial arts named most frequently, in that order.

Result 23: More males than females see industrial arts and vocational education as useful for a job, and more females than males name business education.

Result 24: Jobs to which Seventeens relate these subjects show the most direct relationship to the field or profession in the subject field listed.

Implications: Much of what was suggested for the last exercise applies here. Students must not be left to guess at relationships between school subjects and jobs. They need to be helped to study competencies needed for success in a variety of jobs in which they might be interested and for which they might qualify, and to pursue their school work with the conscious intent of acquiring those competencies. Teachers of each subject need to identify generic skills acquired through pursuit of their subjects--skills which might be useful for a number of jobs--as well as specific skills useful in a narrower range of jobs. Students should be involved in analysis of school subject-to-job relationships. Community members, particularly personnel officers, can be enlisted to help teachers define competencies needed on jobs which can be taught in the schools. ALL school staff need to recognize that some competencies are best learned in a real-life setting in the community, and more flexibility needs to be tolerated in terms of time and place of instruction.

Knowledge of Sources of Job Information

Result 25: The principal resource named for finding out the requirements of a job is observation of the job field. Reading about it and contacting a personnel office are also frequent responses.

Result 26: Only about one quarter of the respondents see the counselor among their top five sources of job requirement information.

Implications: The responses to this item indicate that students are not sufficiently aware of sources of job information and/or how to access these sources. Certainly, teachers and counselors should be seen as prime human sources of information, however, places, such as career centers, school and community libraries, and public and private facilities, should not be overlooked. Despite the sophisticated technological approaches to delivering information to students (computer, audiotapes, videotapes, cassettes, etc.) these apparently have not yet made a major impact on students' information-seeking patterns.

Again, it is suggested that school staffs collaborate with community representatives to design and implement procedures for encouraging and supporting student inquiries. Students need to be made aware of human, technological and material resources available to them, and then these resources must REALLY BE MADE ACCESSIBLE. This can only be done with community collaboration.

Needs will vary according to racial distribution as well as to size and type of community. Study your students' current information seeking patterns, study your community and your school to identify needs and resources, and instruct students in the use of all types of resources.

Linking Interests and Abilities to Jobs

Result 27: Nearly all Seventeens have thought about the kind of job they would like to have in the future.

Result 28: More than two-thirds have considered professional jobs, with more males than females aspiring to be professionals.

Result 29: Post-HS and high metro Seventeens are over-represented in professional aspirations.

Result 30: More females than males have considered clerical, homemaker, and service, while more males than females have considered craftsman, farmer, laborer, manager or administrator, operative, proprietor or owner, and protective services.

Result 31: Clerical, craftsman and operative jobs are chosen in inverse proportion to parental education.

Result 32: Reasons for choices of jobs show females more interested than males in helping people and in interpersonal relations, and males more interested than females in mechanical aspects.

Result 33: Only one-third named appropriate skills or abilities needed to do the job.

Implications: If no other exercises display sex differences, this one would be sufficient to indict the educational system of the country--both formal and informal. Sex stereotypes appear to be so ingrained in the aspirations of the Seventeens, that the task of reversing this closed-option condition seems overwhelming. Females see themselves as clerical workers in service occupations, and as homemakers and housewives. Males see themselves as craftsmen, farmers and farm managers, laborers, managers or administrators, military, operatives, proprietors or owners, and in protective services. Males are more interested in the mechanical aspects of jobs, females in the aspect of helping others. There is no intent here to infer that boys and girls should think alike or aspire to specific jobs in exactly equal numbers. However, the data do prove that as groups the males and females choose stereotypical jobs--jobs generally associated with their sex. Such stereotypical convictions serve to limit the individual's options; you are not likely to aspire to a job which you think is not available to you. Until we help students learn that ALL jobs are open game, and teach them HOW to insure open options, this pattern of aspiration and employment will persist. It is a condition this country can no longer afford. We need the special qualities of females in male-identified jobs, and the special qualities of males in female-identified jobs in order to bring to ALL occupations the best qualities of both.

It is suggested that your career development program include curriculum units, materials, and procedures designed to encourage students to examine all jobs that fall within their range of abilities without regard to sex identification. Further it is suggested that students be taught to explore their interests, and to broaden their repertoire of interests to include some that are stereotypically ascribed to the other sex.

Besides attending to the sex stereotype problem, you are urged to help students learn to value all kinds of jobs, to be aware of the current and projected future distribution of fields and levels of jobs, to assess their own job-related characteristics, and to make realistic plans for training and for job entry. To continue to encourage masses of students to aspire to professional jobs when only a small percentage of them will be admitted to such jobs constitutes malpractice.

OBJECTIVE II: IMPROVE CAREER AND OCCUPATIONAL CAPABILITIES

There are no sub-objectives for this objective. Exercises explore Seventeens' job experience, both paid and unpaid, and their participation in lessons, training or courses taken outside of regular school.

Part-time or Summer Job Experience

Result 34: Most Seventeens have worked at a part-time or summer job, with males and Post-HS reporting greater frequencies.

Result 35: Economic independence is the main reason for wanting to get a part-time or summer job, with males somewhat more concerned than females in this area.

Result 36: Nearly half have received pay for work done at home.

Implications: If you are interested in whether your students approximate the national average in numbers working for pay, kinds of jobs held, chores done at home, etc., this item would be a simple one to administer and analyze. Ideally speaking, you might value helping students find reasons other than economic independence for their work. Perhaps if jobs were seen as means of "improving career and occupational capabilities" as the objective suggests, students would choose different kinds of jobs and would approach them with different motivations. Any activities which can help students see their opportunity and responsibility for enhancing themselves as workers, for increasing themselves as human capital, and for investing in themselves to increase options, should result in their attaching more appropriate values to their work efforts.

This is another item which suggests the need to enlist parents' support in the career development of their children. Parents need to know, and to discuss the implications of the profile displayed in Table 10. Parents could do much to make available to their children of both sexes a variety of work-related experiences in the home and to acquaint them with all work options, not just those typically associated with their sex.

Community groups and individuals also need to be alerted to the implications of students' current patterns of work experience, as these patterns perpetuate the inequities and narrow options characterized by our current work force.

Lessons, Training and Courses Taken Outside of School

Result 37: Nearly one-half of Seventeens report taking lessons, training or courses outside of school in musical or artistic activities, and more than one-fourth had training in individual sports.

Result 38: Post-HS Seventeens exceed all others in incidence of training outside school.

Result 39: High metro communities appear to support greatest participation in musical or artistic training.

Result 40: Whites exceed blacks in musical or artistic training and in training in individual sports, whereas, blacks exceed whites in training in school or academic areas and in training in household skills.

Implications: This item reveals data which expose blatant inequities in opportunities; participation in lessons, training or courses outside of school are related to (and possibly influenced by) sex, parental education, race, and size and type of community. Types of activities pursued show the same relationships.

White girls of post high school parents living in a high metro community are significantly more likely to have training in musical or artistic activities. These Seventeens are near completion of their elementary and secondary education; for most of them, lessons such as reported here will need to be pursued at their own initiative once they leave high school, rather than being provided for by their parents. Yet the likelihood of their turning their time and attention to these career-expanding activities is small, since the previously reported exercise showed an over-riding preoccupation with becoming economically independent. The years which our culture has designated as "exploratory" years are over for this group. And we blew it. We let large proportions of these Seventeens pass this age without opportunity to explore beyond the structure of formal schooling.

Communities need to be made aware of these inequities, as do parents. Students in extreme rural and small place communities need to have such experiences made more available to them. Perhaps this is an area needing legislative support. As a nation, we daily miss hours of precious opportunity to bring diverse experiences to our youth via television. Mass media channels could and should be used to encourage both sexes and all races to experience a variety of out-of-school capabilities.

Staff development programs designed to help all staff recognize the genesis of the inequities highlighted here could become a strong tool for equalizing opportunities. Institutions of higher learning, professional organizations, and private foundations would be good sources of ideas and personnel for such staff development.

OBJECTIVE III: POSSESS SKILLS THAT ARE GENERALLY USEFUL IN THE WORLD OF WORK

Objective 3 has six sub-objectives:

A. Have generally useful numerical skills.

B. Have generally useful communication skills.

C. Have generally useful manual-perceptual skills.

D. Have generally useful information-processing and decision-making skills.

E. Have generally useful interpersonal skills.

F. Have employment seeking skills.

HAVE GENERALLY USEFUL NUMERICAL SKILLS

The exercises for this sub-objective assess Seventeens' ability to compute measurements and to perform conversions.

Computing Dimensions and Areas

Result 41: Most Seventeens are able to compute length of an office from a printed layout, with males correct more often than females and whites correct more often than blacks.

Result 42: A significantly larger proprotion of Post-HS group than No-HS group can compute the dimensions correctly.

Result 43: Fewer than 50% of the Seventeens are able to calculate the area of the offices sketched, with Central exceeding SE, males exceeding females, and whites exceeding blacks. Implications for this and the following results are combined.

Mathematical Conversions

Result 44: Only about two-thirds are able to convert inches to feet, whereas nearly all are able to convert feet to inches.

Result 45: More are able to convert minutes to seconds than seconds to minutes.

Result 46: A majority are able to convert ounces to pounds and pounds to ounces.

Result 47: In-school Seventeens exceed out-of-school Seventeens (those who had graduated as well as those who had dropped out) on each section of this item.

Implications: No one needs to draw a map to show the implications of these data. The skills tapped here are more than career-related: they are survival skills. Yet fewer than half of the national sample were able to compute the area of a room correctly, and only slightly over two-thirds were able to convert inches to feet. Yet these young people are near the end of the compulsory education cycle; it might be fair to assume that many of them will receive no more direct training in mathematics. The schools have failed an alarming proportion of Seventeens in terms of simple mathematical skills needed for everyday functioning.

The facts that whites exceed blacks and males exceed females in these skills again illustrates the uneven delivery of education to the youth of the nation. You are urged to test your students with these items and to take whatever measures are needed to improve the numerical skills of your students, and to reduce differences between sexes and races. Perhaps there should be a government-supported effort to determine what variables contribute to the relatively better showing of students in the central region of the nation, and to the poor showing of those in the NE. Educators need to share information on techniques that work. Parents need to be taught how to reinforce learning at home, by giving their children practical problems to solve and involving them in problem solving in the home.

HAVE GENERALLY USEFUL COMMUNICATION SKILLS

Exercises for this sub-objective ask the respondents to complete an order blank to order specific items, and seek information about their participation in discussion in an organized group.

Completing an Order Blank

Result 48: Most Seventeens can make correct entires of date, name, and address, but fewer are able to correctly enter the total amount for the order, shipping and handling charges, and total amount enclosed.

Implications: The percentages given here are heartening. It appears that most Seventeens can do a good job with completing an order blank, although about one-fourth of them are deficient in the numerical skills needed to do this job correctly. Since numerical skills were treated in the last section, we will not repeat our comments here.

Participation in Discussion with Organized Group

Result 49: Three-fourths of Seventeens report that they had participated in organized group discussions, but fewer than 50% had led such discussions.

Result 50: More females than males have given a speech or report to an organized group.

Result 51: Post-HS Seventeens are more likely than any others to have participated in all three activities: participation in organized group discussion, leading group discussion, and presenting a speech or report to an organized group.

Implications: As our world expands and mobility (community to community and job to job) increases, communication skills become more and more important. Children have more interpersonal encounters in a month today than their grandmothers had in a lifetime. Ability to initiate and to lead group discussions, and ability to give speeches or reports appear to be needed competencies if young people are to expand their options. Perhaps education, particularly at the secondary level, has become so subject oriented that we do not give the young person adequate opportunity to try out his/her learning through communicating it to and discussing it with others. Honors courses frequently are built around a seminar-type structure, but few "average" students are afforded such opportunities. A close look at your classroom organization will help you identify areas and devise strategies for involving students in group discussions, for giving them experience in leading group discussions, and for making speeches and reports. This is another area in which parents and community should be involved. You would get much more mileage out of your efforts if you would have parent training sessions designed to help them learn how to encourage their children to discuss at home what they have learned in school.

Community groups such as churches, youth groups, and service organizations should be tapped for the opportunities they can provide for young people to practice their communication skills in real-life settings.

HAVE GENERALLY USEFUL MANUAL-PERCEPTUAL SKILLS

This objective seeks to assess Seventeens' ability to perceive volume of liquid pictured, and to reproduce geometrical forms.

Perceiving Volume of Liquid Pictured

Result 52: Most of the Seventeens are able to identify the correct response from among four possible responses when presented a picture of a measuring cup with 1 1/4 cups of liquid in it.

Result 53: Whites, Post-HS, High Metros and Main big city Seventeens exceed national averages on this item.

Implications: Although we might be satisfied with the national average on this item, we cannot tolerate the differences in career preparedness between blacks and whites, students from high and low socioeconomic communities, and those from high or low parental education homes. Steps must be taken to equalize educational opportunities. This does not mean identical education for each, but identifying the barriers to learning that are causing some students to fail to learn these simple skills, and then designing teaching situations and strategies that will break through those barriers. Early identification of learning problems is basic to this thrust, with support services provided to help each child attain and maintain appropriate gains as she/he progresses through the educational continuum. Reinforcement of learning is needed, with reinforcement taking many forms instead of being merely repetitious.

It is important to make parents and communities aware of these skill patterns, and to suggest to them ways that they can reinforce their children's learning.

Drawing Geometric Forms

Result 54: Fewer than one-sixth of Seventeens can complete sketches of a sphere, a cube, a cylinder and a pyramid which were acceptable.

Result 55: Whites do better than blacks and Post-HS do better than others on this item.

Implications: The lack of manual-perceptual skills reflected in analysis of responses to this item is depressing. Not only are such skills important in daily living, but also they are basic to many occupations. Students permitted to complete their formal schooling without acquiring such basic skills have limited job options. It should be the role of the school to expand options for all students, and to teach them how to continue this expansion. Basic skills, including manual-perceptual skills, should be considered generic skills, and should be taught to all students at a MASTERY level.

You are encouraged to try this or similar items on your students, and if you find that they are as deficient in this area as was this national sample, you are encouraged to initiate specific manual-perceptual training to be incorporated in your existing curriculum. Enlist the ingenuity of your teachers in finding creative and motivating ways to help students develop such skills.

HAVE GENERALLY USEFUL INFORMATION-PROCESSING SKILLS AND DECISION-MAKING SKILLS

Only one exercise was released for this sub-objective. It quotes a policy about sex, age and marital status of airline stewardesses and asks Seventeens if they would change the policy.

Result 56: Fewer than one-third suggest acceptable changes in the policy concerning marriage, sex, and age, and nearly half suggested no change.

Implications: Perhaps the most significant fact that is highlighted here is that nearly half the Seventeens accept the sex, age, and marital status discrimination inherent in the policy quoted. The further one gets into the results of the total COD testing, the more one is aware of the pervasiveness of acceptance and perpetuation of discriminatory practices. Discrimination is so much a part of our national scene that many appear not to even notice it--or if they do notice it, they appear to accept it. If education is to discharge its share of responsibility for reversing this deplorable national mind-set which continues to exclude large segments of the population from employment options (in this case males, marrieds, and those under 21 and over 35), we must first examine our own values, work to modify them if they are not congruent with students' needs for open options, and design methods for encouraging students to consider all occupational options in which they are interested, regardless of current restrictions. At the same time, we have a moral obligation to work with community (local, state, national) business, industry, labor and government to accelerate implementation of laws designed to end discriminatory employment practices.

Considerable progress in this area has been made during the two years since these exercises were administered; you may want to test your current students on this item to see if they are still restricted by such discriminatory perceptions. If they are, they need to be conversant with the anti-discrimination laws, and with organizations and procedures available to them to make sure that they are not made victims of discrimination in hiring and/or promotion.

HAVE GENERALLY USEFUL INTERPERSONAL SKILLS

Exercises for this sub-objective are designed to assess Seventeens' ability to help someone who knows no English, and to judge the actions of a boss with one of his employees.

Helping a Non-English-Speaking Person

Result 57: Most Seventeens give at least one constructive suggestion for helping a non-English-speaking person.

Implications: These data are somewhat encouraging in terms of students' awareness of what to do in such an interpersonal relationship. Whether they would follow through on their suggestions is another question. We tend to take it for granted that awareness will be translated into action, yet we have abundant evidence that unless the awareness is internalized it will not be made operational. Particularly in terms of interpersonal skills we tend to expect students to learn vicariously, by precept; we tend not to provide opportunity for them to practice the skills in supervised situations where constructive feedback can help them develop competence.

Career education programs should include training in interpersonal skills, and should provide ample opportunity for supervised practice. Parents should be encouraged to provide opportunities for their children to practice interpersonal skills with relatives and friends of all ages. Teachers and other staff members should not only model good interpersonal skills, but also should participate in staff development sessions designed to help them learn techniques for using their own curriculum to have students practice interpersonal skills. Development of these competencies must not be left to chance. We are all aware of the fact that persons with good basic skills and technical skills may be unemployed or unemployable because of deficiencies in interpersonal skills. Simple social functioning also requires a mastery of skills in this area.

Judging a Boss's Behavior Toward His Employees

Result 58: After viewing a film of a boss's interaction with an employee, a majority of the respondents name "helped with the task" and "accepted suggestions" as the best thing the boss did.

Result 59: More blacks than whites include the category "explained the task," and more whites than blacks include "praised good work."

Result 60: "Didn't accept responsibility," "didn't explain the task," and "discourteous" head the list of the worst things the boss did.

Result 61: Parental education affected the use of the "discourteous" and "didn't accept responsibility" categories.

Implications: Unfortunately, the summary data do not include percentages of Seventeens giving specific numbers of acceptable responses; summary data are all in terms of categories. We do not know how many students did not have ANY acceptable response in either or both sections, therefore we are limited to the implications of category selection only. Whereas all categories appearing in Table 21 were present in the films shown as stimuli for this item, the fact that respondents were asked to give only four of Mr. Brown's BEST or WORST actions forced them to be selective. We might infer, therefore, that their attention centered on those things which loomed as most important to THEM, and that, therefore, this profile gives us a glimpse of what Seventeens see as important interpersonal skills in a boss. BEST responses cluster heavily around two categories: "Helped with task," and "accepted suggestion." Apparently these are qualities Seventeens see as desirable in a boss. Perhaps this information should be communicated to the bosses in your community! WORST responses clustered around, "Didn't accept responsibility," "didn't explain task," and "discourteous." Values. Student values. We should listen. Most important, if students hold these values, they should be taught how to react if a boss violates these values, and how to elicit such actions from a boss. Is there anything like that in your curriculum? If, as has been said many times, satisfaction is a function of the compatibility between work and worker, career education should help students learn how to find, create, and maintain such compatibility.

Students should be given opportunities to explore their employer-employee values, to analyze the genesis of these values, to determine whether or not they should be modified, and then to know how to function productively within that set of values. This should be part of career education curriculum.

HAVE EMPLOYMENT SEEKING SKILLS

Exercises for this sub-objective seek to determine the kinds of part-time work Seventeens do to earn money: responses were keyed into occupational categories. A second item presents three help-wanted ads and asks the respondent to write a letter of application.

Kinds of Part-Time Work for Seventeens

Result 62: Service is the part-time work category most frequently named by all Seventeens, with labor and operative next.

Result 63: In-school Seventeens name clerical jobs much more frequently than out-of-school Seventeens.

Result 64: Females more than males name clerical, sales, and service occupations, whereas more males name craftsman, farm laborer, laborer and operative.

Implications: To the extent that Seventeens' listing of jobs they think are available to people their age in their community reflect actual conditions, it appears that many community jobs are still rather heavily male- or female-oriented. Girls tend not to see male-oriented jobs as available and visa versa. Differences that exist between blacks' and whites' perceptions of the job market for Seventeens need to be examined also to determine whether these perceptions are accurate. Career education efforts need to be addressed to students in terms of exploration of (a) actual jobs for Seventeens in their community; (b) procedures for creating jobs and/or opening other job options; (c) ways to overcome sex and race discrimination in hiring and promotion; (d) ways to increase mobility to communities having broader ranges of job options (particularly for students from extreme rural or small place communities); and (e) agencies available to help in job search.

Career education efforts also need to be addressed to the community to encourage expansion of job openings for Seventeens, to reduce hiring and promotion practices which discriminate between sexes and/or among races as well as discrimination against the under-21 worker, and to provide expanded exploratory work opportunities for young people.

Writing a Letter of Application

Result 65: A majority of respondents give correct greeting, closing, signature, description of qualifications, description of job, and personal behavioral traits relative to the job.

Result 66: Fewer than half give education and training qualifications, inside address, date, return address, personal facts relevant to the job, reason for wanting the job, or sought contact or interview.

Result 67: Females, whites, and Post-HS Seventeens exceed other subpopulations.

Implications: Respondents were given no clues as to desirable parts of an application letter. Most of them handled only three of the mechanical parts of the letter correctly (greeting, closing, signature), with fewer than one-third giving other mechanical parts correctly (date, return address, inside address). Analysis of content is also disappointing. The fact that fewer than half gave their education and training qualifications indicates either that they do not see such education and training as job relevant or that they are unaware that is something a prospective employer would want to know. In either case, they have failed to learn some of the most basic job seeking skills.

If Labor Department predictions that the average worker in the fourth quarter of this century will change jobs ten times are true, it is obvious that workers will need job seeking skills. As the labor market becomes increasingly competitive and as under-employment makes more and more qualified workers available for jobs particularly at entry level, young people entering the labor market will be severely restricted in job opportunities if they do not develop and maintain excellent job seeking skills. Career education programs need to give students many continuing opportunities to learn and to practice writing job applications, in employment interviewing, seeking job information, etc. These competencies can be developed within current curricular offerings. A little ingenuity on the part of teachers will motivate students not only to learn job-seeking skills, but also to learn the subject in which such instruction is imbedded.

OBJECTIVE IV: PRACTICE EFFECTIVE WORK HABITS

Objective 4 has five sub-objectives:

A. Assume responsibility for own behavior.

B. Plan work.

C. Use initiative and ingenuity to fulfill responsibilities.

D. Adapt to varied conditions.

E. Maintain good health and grooming.

Released exercises address only sub-objectives A and C.

ASSUME RESPONSIBILITY FOR OWN BEHAVIOR

Two exercises seek to assess Seventeens' standing in this area. The first concerns placement of responsibility for a factory accident, and the second asks what the respondent would do about a new rule that seemed unfair.

Placement of Responsibility for Factory Accident

Result 68: Most Seventeens would accept responsibility for the accident.

Result 69: Most give acceptable reasons for accepting responsibility, with in-school Seventeens exceeding out-of-school Seventeens in number of acceptable responses.

Implications: Although a large percentage of Seventeens demonstrated recognition of responsibility and gave acceptable reasons for such acceptance, one can be forgiven for wishing that both sections of this item had had 100% acceptable responses. Certainly moral judgment is basic to responsible action, and responsible action is a critical characteristic in most jobs. To pass students through an entire elementary and secondary educational experience without helping them develop capacity for moral judgment is to deny them one of the most important outcomes of education. Certainly the home and the church and the community must contribute to such outcomes, but if we believe that accepting responsibility for one's own behavior is a desirable objective of career and occupational development, we must make sure that our career education programs include opportunities for instruction and practice in this area.

School-home collaboration is particularly needed in this area. You are encouraged to use this item to determine the status of your own students in the area of accepting responsibility for behavior, and, if your results are less than desirable, plan parent education programs and joint parent-staff planning sessions to make sure that this important aspect of career development is addressed.

What To Do About an Unfair Rule

Result 70: Most Seventeens would discuss the rule with an authority in the company, but almost one fifth would quit or look for another job.

Result 71: More blacks than whites would quit or look for another job.

Result 72: More in-schools than out-of-schools would strike, complain - gripe - get mad, quit - look for another job, protest or petition, talk with fellow workers or discuss with outside authorities.

Implications: You will need to explore your own values, and those of the community you serve, preferably before you ask your students to respond to this item. You may get some surprises; their values may not be compatible with yours or with those of the community. If, for instance, you value most highly the response, "Obey while initiating action to have the rules changed," and if only 0.1% of your students reflect this value (as in the national sample), your career education program is clearly failing in this important competence. You would want to initiate programs which teach students effective problem solving and decision making strategies, which help them explore values and consider probable consequences of alternate actions. In this instruction you would want to make sure that students gave adequate attention to the benefits of obeying while initiating action.

If you and your community do not value that action but would, for instance, encourage workers to strike, you would want to make sure they learned laws, policies, and procedures related to labor management relations, including collective bargaining. I am not suggesting that you should try to program students to think as you and the community think, but rather that your community may (and has a right to) insist that their values are adequately represented in your instructional process and content.

One of the most discouraging findings is that such a large percentage of the Seventeens would do nothing to change the situation. Whether this reflects apathy or a feeling of helplessness is not clear, but neither feeling is healthy. Students need to be taught how to be assertive and to help shape their environment to be more compatible with their own needs. This is an important content area for career education.

In-school youth would choose approaches like quit, strike, complain, protest more often than out-of-school youth, indicating that the out-of-school youth may already have learned that such actions may be self-defeating.

If you believe the best approach is for workers to talk the problem through with an authority in the company, you will certainly want more than 70.3% of your students to know the value of this approach. At any rate, responses to this item constitute evidence of the need for students to improve their problem-solving skills.

USE INITIATIVE AND INGENUITY TO FULFILL RESPONSIBILITIES

There is only one exercise for this sub-objective. It asks Seventeens to decide from among a number of topics which would be the least important to talk about at a meeting called to decide whether the workmen can make and deliver 200 inflatable boats of a new type within two weeks.

Result 73: Most of the Seventeens choose the appropriate response, with whites choosing the best response almost twice as frequently as blacks.

Implications: To the extent that you feel that this exercise accurately taps the objective, you will have cause for concern that only three-fourths of all respondents are able to identify a non-significant discussion point from a significant one. Even more concern should be generated by the race, parental education, and type of community differences that are highlighted here. Our dream of equal educational opportunity appears to be elusive. It is imperative that you identify any differences that exist in your own school, and that you design program content and strategies that will eliminate these differences. Obviously we cannot deliver the same program to all students and get the same results.

It would be interesting to see if the depressed scores shown for blacks, No-HS, and low metros are inter-related; in other words, are we talking about the same population in all three instances? Certainly there will be a high percentage of overlap. Metropolitan school districts need to analyze the variables that contribute to the disparity in scores between low metros and high metros on items such as these. Once the variables are identified, the entire community should be marshalled for an attack on those problems that are causing depressed scores in low metro areas. This will probably require redevelopment of resources--teachers, technological and material resources, and support staff--as well as identification of community resources to augment the schools' efforts. We cannot afford to have half our population crippled by an inability to make such a simple analysis as was reflected in this item. These Seventeens are now voters; how can they analyze complicated issues and function as responsible citizens in a democratic society?

Career education programs should give all students opportunity to learn and practice the skill of separating important from unimportant concepts, related from unrelated, and falacious from factual.

OBJECTIVE V: HAVE POSITIVE ATTITUDES TOWARD WORK

Objective 5 has four sub-objectives:

A. Recognize the bases of various attitudes toward work.

B. Hold competence and excellence in high regard.

C. Seek personal fulfillment through own achievements.

D. Value work in terms of societal goals.

RECOGNIZE THE BASES OF VARIOUS ATTITUDES TOWARD WORK

Seventeens are asked to give six reasons why some people who are willing to work find it hard to get a job, and to state whether a person might like a repetitive job.

Reasons for Difficulty in Finding Job

Result 74: Most respondents state that lack of experience/training is the main reason why a person who is willing to work may find it hard to get a job.

Result 75: In-schools considerably exceed out-of-schools in the following categories: discrimination (sex, ethnic, religious, other), police record, not enough experience/training, lack of intelligence, physical health, poor references, jobs not available, and too far from job.

Result 76: Post-HS Seventeens are more likely than any other group to pick discrimination, overqualified, not enough training/experience, physical health and jobs not available.

Implications: Results of this item are fascinating, as they highlight many marked differences in the perceptions of various populations of Seventeens in terms of attitudes toward work. Some of the responses, such as extreme rurals seeking jobs not available as the principal reason why a capable worker may not be able to get a job, could be anticipated from situational circumstances. Others, such as the fact that blacks did not exceed whites in any response category, and that the in-school group exceeded the out-of-school group in naming all types of discrimination, may come as a surprise.

The data from this exercise are voluminous. The differences reported in this narrative may only scratch the surface. You will want to administer this item to your students and to see how their profiles differ from those of the sub-populations of the national sample. Then an analysis of these profiles will reveal the sub-population differences and commonalities, and you will be able to plan for career education components that help students discover facts, and distinguish facts from myths. Moreover, once the facts are identified, you will want to help your students develop the personal power to break through any of these categories that serve as barriers to their employment. Students must be taught to seek facts, to examine their own values in light of those facts, to establish goals appropriate to their needs, interests, and to learn how to change self and/or environment to achieve a compatible employment situation.

Reasons for Liking Repetitive Job

Result 77: Fewer than half of Seventeens feel that it was possible for a worker to like a repetitive job. Reasons given include evidence he likes it, job is easy, may pay well, likes working with hands, only job he could get, may have low mentality, and likes lack of responsibility.

Implications: One of society's needs is for workers to see dignity and worth in any job well done. There have been many national, local, and organizationally-based efforts to achieve this goal for personal/social reasons as well as to improve the distribution of satisfied workers across fields and levels of occupations. The fact that this concept has not yet been internalized by all Seventeens is evidenced by the percentage responding that they did not think it possible for Mr. Smith not to like his job. Also, the fact that reasons for not liking it clustered around only two factors, monotony and low pay, shows that students have a rather narrow perception of the kinds of satisfactions a worker may find in a job.

It seems important for career education to help students internalize the bases of various attitudes toward work, and to crystalize their own attitudes. They should be helped to learn that job satisfaction is a product of compatibility between the work and the worker, and that work means different things to different people. They should learn how to find dignity and worth in any job. Seventeen is too late to begin such learning. Instruction should begin early in order to help students develop accurate perceptions of job opportunities, job rewards, job satisfactions.

SEEK PERSONAL FULFILLMENT THROUGH OWN ACHIEVEMENTS

This sub-objective had only one released exercise. It asks Seventeens who would make the final decision about the kind of job they would take.

Result 78: Most Seventeens see this as their own right/responsibility.

Result 79: Whites accepted self-responsibility more often than blacks.

Result 80: Post-HS Seventeens were most likely to suggest self in consultation with others, and low metros were least apt to name this category.

Implications: If you decide to administer this exercise to your students, you should be prepared with evidence of what the community values. Some communities might value having students make such decisions unilaterally, some might prefer that parents make them, and others will value student making the decision in consultation with others. The important thing is that career education programs help students learn the value of each approach to the decision, and that the decision is made with knowledge of the decision strategy alternatives, and of the possible consequences of employing each.

VALUE WORK IN TERMS OF SOCIETAL GOALS

This sub-objective had only one released exercise. It concerns child labor laws--whether or not we should continue to have such laws, and why.

Result 81: About three-fourths of Seventeens say that child labor laws should be continued, with whites exceeding blacks by 50%.

Result 82: The principal reasons stated for continuing child labor laws are to protect children's well being and to prevent interference with education.

Result 83: Females more often than males, and whites more often than blacks, state that work would interfere with education, that children are not qualified, and that parents would exploit children.

Result 84: Three times as many in-school youth as out-of-school youth mentioned interference with education.

Implications: Again we have evidence that different sub-populations of Seventeens have different perceptions about work values. It would be interesting to explore whether the differences between in-school and out-of-school youth are a function of variable patterns of personal characteristics, or are due to the out-of-school youth's greater exposure to the out-of-school work world.

You may want to administer this item to your students and to plan for your career education program to focus specifically on helping students sort out work values--both theirs and society's--and to crystalize and internalize their value systems to a point where they become functional in real-life situations. Basic to such internalization is an accurate knowledge of the genesis and implications of such societal imperatives as child labor laws. Ability to separate fact from myth is a factor in the competence measured by this exercise. This is a skill that can be taught, and career education programs cannot afford to neglect such skill development.

SUMMARY

This section has presented a summary of 84 results of the assessment of Seventeens on the Career and Occupational Development exercises. They furnish some important baseline information about the status of Seventeens' career development throughout the country, and they show some critical differences between males and females, between blacks and whites, between Post-HS and No-HS, and between youth from various types and sizes of communities. It remains for you to gather data on your students across all these sub-populations, to make comparisons with national results, and to plan program strategies to improve the career and occupational development of EACH of your students, regardless of sex, race, or parental education.

SECTION III

SUMMARY OF COD ASSESSMENT DATA FOR SEVENTEENS

The previous section presented the most significant results, together with possible implications and suggested applications, to illustrate a process for assessing your own students, comparing their responses with those of the national sample, and planning for modifications of your career development programs in order to reduce inequities and to enhance the career development of each student.

This section presents actual percentages of students scoring in each response category, and presents tables for each exercise to facilitate analysis of the data. The numbers presented, both in text and tables, represent percentages of Seventeens making that specific response.

Many of these exercises were open ended. It would have been neat if they had been yes-no answers; then we could have made a neat table. As it is, to avoid making the table miles long, we had to select from each item those response categories that summarized the responses, or, when summary data were not available, those categories most likely to be of practical interest to the local school staff. For exercise 101005, for example, the respondent was asked to name things she/he would like to do better; nearly all subjects named something they would like to do better, so summary data would have been a row of 99%s across the page--not very meaningful to you. For such exercises meaningfulness won over brevity, and we presented categories of responses. For other exercises, however, such as 102011, we opted to present only the two extremes: none correct, and all correct. Exercises which are treated in the first section give complete breakdowns of categories.

OBJECTIVE I: PREPARE FOR MAKING CAREER DECISIONS

This objective has four sub-objectives:

A. Know own characteristics relevant to career decisions.

B. Know the characteristics and requirements of different careers and occupations.

C. Relate own personal characteristics to occupational requirements.

D. Plan for career development or change.

KNOW OWN CHARACTERISTICS RELEVANT TO CAREER DECISIONS

For purposes of illustrating the process of analysis of data for determination of implications and design of applications, we have chosen at least one exercise for each of these sub-objectives.

Exercise 101002 asks the student, "Have you talked seriously to anyone about your plans for the future--what you want to do, what training or education you need, etc.?" Table 1 shows that 74% of Seventeens gave a positive response to this question. Significantly, more females than males, and more from the NE than from the SE indicated that they had discussed future plans. Parental education

See Table 1, p.96-97

appears to be correlated with this activity as we see a direct relationship between the amount of parental education and the percentage of students discussing future plans. Size and type of community do not appear to be as important a variable.

Part B asked what kind of person the student had talked to. Data from responses to this section support findings of other studies, with parents being the advisor almost twice as often (62%) as the next-named persons, the school counselor/advisor (35%), and peers (38%). We find females talking to parents and to counselor/advisors more than males. The Post-HS group showed a significantly higher incidence of seeking advice about future plans than do their peers from other parental-education backgrounds.

An interesting bit of information is that only about two-thirds of the subjects felt that the person(s) they talked to was aware of their abilities.

Exercise 101005 is another item for objective IA. Table 2 presents national percentages in each response category, as well as percentages of each sub-population that differed significantly from the national average in that category. The item is in several parts:

A. What is ONE thing you enjoy doing that you would like to be able to do better?

B. How well do you do this compared to other people your age?

C. How do you know how well you do this?

D. Have you tried to find out how you could do it better?

E. How did you try to find out?

See Table 2, p.98-100

The results are interesting and significant not only in terms of Seventeens' statements of what they would like to do better, but especially in the criteria they use to judge their own performance. If we believe that we have a responsibility to assist students in their career development, it is obvious that we need to teach them self-assessment techniques.

Nearly all the students named something they would like to do better; data presented are in terms of categories named. Marked male-female differences emerge here, with 31% of the boys but only 13% of the girls naming group sports, 11% of the boys and 19% of the girls naming musical or artistic activities, 12% of the boys and only 2% of the girls naming hobbies and crafts, and 0% of the boys and 12% of the girls naming household skills. Racial differences appear here too, with almost twice as many blacks (10%) as whites (6%) naming household skills, and more than twice as many whites (29%) as blacks (14%) naming individual sports. Type of community has an obvious effect on interest in individual sports, with only 20% of low metros but 36% of high metros naming this area. High parental education is also seen in direct relation to interest in improving in individual sports and in musical or artistic ability (21%) for No-HS to 31% for Post-HS.

Section B of this exercise (see Table 2) indicates that males tend to have more confidence in their ability to do things well (50% better and 99% worse than others) than do females (40% better, 14% worse). This fits well with the stereotypical images our society tends to perpetuate; the dominant, aggressive, successful male, and the passive, helpless female.

Section C (see Table 2) addresses criteria used for judging how well one performs in an activity. A large majority (43%) used comparison (other than simultaneous activities) or a piece of data indicating ability; sample responses in this category included: "by the results of my racing;" "because I was on the all-star team;" "it seems like it takes me twice as long as other people." In other words, rather than direct, simultaneous feedback, students are using cumulative or tangential cues to determine how well they perform the activity compared to others their age. Seventeen percent judged by what other people say, 12% by comparison with others, and 9% by grades or tests. Females tended to judge by what other people say, and males by personal comparison with others. Again, the passive-aggressive differences emerge.

Seventy-eight percent had tried to find out how to do the activity better (Section D), with parental education again being a correlative factor. The most common way to find out how to do things better (Section E) was by verification from live source (38%), with formal lessons or course training accounting for 15% of the responses. Females were more apt than males to take formal training and males were more inclined to improve by practice. Students in a main big city were most apt to take formal lessons or courses, possibly because of increased opportunities for such training.

KNOW THE CHARACTERISTICS AND REQUIREMENTS OF DIFFERENT OCCUPATIONS

Exercise 102013 is for sub-objective B, "Know the characteristics and requirements of different careers and occupations." It has nine parts, each asking the respondents which of a set of five occupations requires certain physical characteristics or learned skills. Only 19% of Seventeens had none of the nine parts correct. Ninty-eight percent had at least five parts corrent and 9% had all nine parts correct (see Table 3). Blacks and low metros were significantly lower than other populations on this item.

See Table 3, p.101

Exercise 102023 also addressed sub-objective B. It is in two parts:

> Suppose a person is working on a job and has a chance to be promoted to a better paying job in which he will supervise the work of his fellow employees.
>
> A. Besides the increase in salary, what are three other reasons he might accept the promotion?
>
> B. What are three reasons he might refuse the promotion?

Because each respondent was permitted to state three reasons, the percentages giving each response add to more than 100%. (See Table 4). Fifty-six percent of Seventeens gave Prestige, Status, as a reason for accepting the promotion, and 44% cited Work Conditions, Benefits. Challenge and Responsibility (27%), Personal Satisfaction (26%) and Opportunity, Advancement (28%) were seen as motivators by only about one-fourth of the respondents.

See Table 4, p.102-103

More females than males indicated Challenge and Responsibility and Personal satisfaction as reasons for accepting promotion, and more males than females thought of Working Conditions, Benefits. Whites were almost twice as likely as blacks to speak of Challenge and Responsibility. Parental education appeared to account for increasing percentages of students citing Challenge, Responsibility and Opportunity, Advancement. Only a small percentage of the No-HS group listed Personal Satisfaction. These results reflect very real differences in perspectives of sub-populations within the Seventeens group.

On Section B, reasons for refusing the promotion, we find that more than half the respondents listed Too Much Responsibility, and Does Not Like New Job. It is interesting to note that Too Much Responsibility is seen as a possible negative influencer to a greater extent by the main big city group (60%) than by low metros (39%), by whites (56%) than blacks (31%), and by Post-HS (58%) than by No-HS (44%). Obviously there are socioeconomic forces at work here that cause the sub-populations to differ significantly either in their awareness of responsibility as a factor in such a promotion, or in their awareness that some people do not want additional responsibility. The data do not tell us which of these two awarenesses is operating in this case. We must leave it to you to disect the awareness factor in connection with your assessment of your own students with this item.

RELATE OWN PERSONAL CHARACTERISTICS TO OCCUPATIONAL REQUIREMENTS

Exercise 103002 (Table 5) assessed sub-objective C:

Relate own personal characteristics to occupational requirements.

A. Are you interested in a hobby, sport, game, or activity that might be useful for a job?

B. What ONE hobby, sport, game, or activity are you interested in that might be useful for a job?

C. For what job might this be useful?

D. How would an interest in (insert response from B) be useful to a (insert response to C)?

See Table 5, p.104-106

Sixty-four percent reported that they were interested in a hobby, sport, game, or activity that might be useful for a job, with males significantly higher than females. High metro subjects exceeded the national average, as did Post-HS students. Categories of activities identified were headed by group sports (17%), (28% males and only 6% females); individual sports were mentioned by the next largest percentage (14%), with males again exceeding females, whites exceeding blacks, and parental education showing a high correlation. Low metros were most apt to see group sports as an activity that might be useful for a job.

Nine percent saw musical or artistic activities as useful for a job, with more females (13%) than males (6%) using this category. More males (14%) than females (3%) saw their hobbies and crafts activities as potentially useful for a job. Students of high parental education families were more likely than those with lower parental education to name musical or artistic activities.

Asked to indicate for what job the activity might be useful, 27% named doing that same hobby or activity professionally, 11% suggested that they might teach in the area of the activity, and 18% indicated a job with a direct relationship or a close indirect relationship. Males were more apt than females to suggest doing the activity professionally, whereas females were more apt than males to suggest teaching it. Low metros were much more apt to suggest doing the activity profesionally, whereas high metros were more apt to suggest teaching it. One might assume that the high metros were more realistic in their expectations of potential salability of their skill in the activity.

When the respondents got to the D part of this item, the cumulative effects of the question were taking their toll. Less than half the respondents stayed on target sufficiently to enter an acceptable response to this part of the item. Thirty percent stated that their activity provided them with knowledge of or experience in the field; 11% told how their interest could help them in the field (e.g., "if you enjoy doing it you'll do a better job"), and 0% stated that their activity was a test of their interest in the field.

PLAN FOR CAREER DEVELOPMENT OR CHANGE

Exercise 104003, shown in Table 6, addresses sub-objective D: Plan for career development or change. The item has three parts:

A. Is there ONE subject you have taken in school that taught you something that might be useful for a job?

B. What subject was it?

C. For what job might this be useful?

Whereas in the last exercise reported, 103002, respondents were asked to identify ANY of their activities that might be useful for a job, and only a small percentage suggested school or academic activities, this item forces the issue by asking students to concentrate on which they are doing in the school and to see how they can relate this to the world of work. Ninety-one percent reported that they had taken a subject in school that might be useful for a job. Principal categories of subjects named were business education 27%, mathematics 17%, vocational education 11%, science 9%, English 7%, and industrial arts 6%. In analyzing these data the reader is cautioned to remember that many of these subject areas are elective, and therefore are not subject to 100% responses. In many schools, math, science, and English are the only subjects in the above categories that are required of all students; yet relatively small percentages of students see them as potentially useful for a job. Business education, on the other hand, which is usually an elective, is selected by more than one-fourth of all respondents; one might speculate that if the percentage had been computed on the basis of the number of respondents who had had courses in business education, the percentage might have been well above 50%. Business education is one of the few subject areas in the typical comprehensive high school that graduates its students with skills at or near the mastery level, making them immediately competitive on the job market.

See Table 6, p.107-108

Sex differences are again evident, with more males (12%) than females (0%) seeing industrial arts useful for a job, and more females (45%) than males (8%) naming business education. Vocational education (18% for males and 3% for females) is also male oriented. Race differences are not as marked here, but parental education is again seen as a factor, particularly in the tendency to see potential job usefulness in academic subjects such as science and English.

Categories of jobs for which the students though the subjects might be useful included: Direct relationship to field, 48%; professional in the subject field listed, 14%; indirect relationship to subject field, 13%; and teacher in subject field listed, 5%. Males (19%) were more apt than females (10%), and whites (15%) more apt than blacks (9%) to relate the subject to a professional job in the subject field. Post high school parental education was related to incidence of students seeing relationship between the subject and teaching in the subject field.

Exercise 104011, also related to sub-objective D, asks:

> Suppose you want to find out more about a job you are interested in. What are five things you could do NOW to find out more about the job before you take the job or begin training?

Table 7 shows a summary of responses to this item. Sixty-nine percent suggested that they observe the field; 44% said they could

See Table 7, p.109

read about it; 42% would contact a persoqnel office. Only 28% chose school counselor/advisor, and only 2% chose teacher as among their five sources of job information. Perhaps you are satisfied with these figures; perhaps you feel that observing the field is by far the best way to find out about a job. Realistically, though, how many jobs can each student really observe? He/she might accidentally and/or incidentally observe certain aspects of clerical work, sales, medicine, porter, etc., but he cannot get a real and in-depth look into the anatomy of very many occupations. He/she must depend on human or technical or materials resources to make the information more accessible.

According to the percentages listed, females are more apt than males to get information from the counselor/advisor (31% to 26%), and whites (30%) outnumber blacks (14%) in using this source. This may be due to different perceptions of the counselor's role, or to the availability of counselors for that particular function. That is a question you will have to answer within your own school if your findings parallel those of the national sample. More blacks than whites would observe the field, read about it, contact personnel offices, or get information from professional associations. Again, higher parental education is correlated with responses, with the Post-HS group significantly higher than other sub-populations in their identification of counselors, reading about it, contact personnel offices and getting information from professional associations as sources of information about jobs. Students from a small place exceeded the national average in naming the counselor as a source.

Exercise 104015 also addresses sub-objective D: Plan for career development or change. Table 8 presents results on this item. The item is in seven parts:

A. Have you ever thought about the kind of job you would like to have in the future?

B. What jobs have you considered?

C. Which ONE of these jobs are you most interested in doing?

D. Name three things about this job that you would like.

E. Name three things about this job that you might NOT like.

F. Name three skills or abilities which you must have in order to do that job.

G. Name three different jobs that you could get into using the SAME skills or abilities.

This item is of particular interest because it gets to the seat of Seventeens' thinking in terms of desirable jobs and why they are perceived as desirable. A validity check will tell us whether or not these students' perceptions of job functions and job satisfactions are accurate.

See Table 8, p.110-112

Ninty-three percent had thought about the kind of job they would like to have in the future. This is a surprisingly high percentage considering the uncertainty of the job market and the professed changes in work values. More whites (94%) than blacks (89%) and more students in the Post-HS had thought about future jobs.

Categories of jobs thought about present a frightening profile. Sixty-nine percent had considered professional jobs, whereas significantly fewer available jobs are in the professional area. Twenty-two percent had considered clerical jobs, 17% listed craftsman, 15% service occupations, and 12% technical occupations. The profile is a glaring mismatch with the profile of current jobs in our economy, and is an indictment of the guidance not the formalized guidance "program" but the pervasive guidance implicit in the college prep orientation of most educators.

More females (73%) than males (64%) aspired to professional jobs, and professional orientation appears to be correlated with parental education, with 81% of the Post-HS group and only 50% of the No-HS group listing jobs in this category. High metro communities (80%) contributed more than their share to this inflated figure.

Sex differences are apparent in several categories including clerical (females 41%, males 2%), craftsman (males 33%, females 1%), farmer, farm manager (males 6%, females 2%), homemaker or housewife (males 0%, females 9%), laborer (males 4%, females 0%), manager or administrator (males 9%, females 3%), operative (males 15%, females 3%), proprietor or owner (males 4%, females 1%), protective service (males 11%, females 2%), and service (males 4%, females 25%). Race differences were not as marked, with the exception of the category protective services, chosen by 7% of whites but by only 2% of blacks.

Parental education is again a factor, with 81% of Post-HS group and only 50% of No-HS group choosing professional occupations, whereas clerical, craftsman, and operative jobs are chosen in inverse proportion to parental education. High metros exceeded national average in choice of professional occupations, and extreme rurals contributed less than average share to this category. Small places seemed to produce more aspiring craftsmen, with high metro contributing less than their share in this area. Main big cities seemed to encourage potential managers, administrators, whereas small places were low in this area. Regional differences appear in responses to this item, with 7% of Central region but only 1% of NE region selecting farmer, farm manager as a potential job. The laborer category was most apt to be cited by respondents from the West (4%), and least from the NE (1%).

Reasons for choosing these jobs clustered around the following averages: duties, parts, or environment of the job, 53%; mechanical aspects of the job, 37%; interpersonal relations, 33%; helping people, 23%; and responsibility, challenge, self-improvement, 17%. Females were more interested than males in helping people (29% to 16%) and in interpersonal relations (43% to 23%); and males were more interested than females in mechanical aspects (48% to 27%). Students from main big cities were most interested in mechanical aspects (46% against a national average of 37%).

Thirty-four percent named appropriate skills or abilities needed to do the job, 40% named appropriate knowledge needed, and 21% named appropriate personality traits needed for the job.

OBJECTIVE II: IMPROVE CAREER AND OCCUPATIONAL CAPABILITIES

There are no sub-objectives. We will examine responses to two exercises related to this objective.

Exercise 200001 has 15 parts:

A. Have you ever tried to get a part-time or summer job?

B. Why?

C. Have you ever had a job outside your own home for which you received pay?

D. What kind of PAID job, outside your own home, do you now have or have you had MOST RECENTLY?

E. How long (have you done/did you do) this job for PAY?

F. Did you work at this job FOR PAY

before or after school during the school year?

during school hours?

on weekends during the school year?

during vacations such as summer or Christmas?

G. What other jobs, outside your own home, have you had FOR PAY?

H. Have you ever had a job outside your own home for which you received NO PAY?

I. What kind of UNPAID job outside your own home do you do, or have you done most recently?

J. Did you do this job without pay VOLUNTARILY? That is, did you decide to do it on your own?

K. How long (have you done/did you do) this job WITHOUT PAY?

L. Did you work on this job WITHOUT PAY

before or after school during the school year?

during school hours?

on weekends during the school year?

during school vacations such as summer or Christmas?

M. What other UNPAID jobs outside your own home have you had?

N. What kind of tasks or chores do you do AT HOME?

O. Do you ever receive pay for work done AT HOME?

Percentage responses to most of these item sections appear in Table 9. Because of limitations on the length of this document, we will limit discussion to those sections which appear to have important implications for interventions, thus modeling the use of the data; from there you can proceed on your own.

See Table 9, p.113-114

Eighty-six percent of Seventeens had tried to get a part-time or summer job, with more males (90%) than females (82%) and more Post-HS (89%) than No-HS (75%) reporting such efforts. Job seeking seems to be particularly popular in main big cities. The overwhelming reason for trying to get a job was economic independence (70%), with only 4% reporting desire to learn about the job or improve career possibilities and only 4% citing work enjoyment or helping others. Males (78%) were somewhat more concerned than females (63%) with economic independence, and the NE population exceeded the SE population in listing this reason for seeking work. Blacks more than doubled the national average in their statements of values or enjoys work, to help others, or because I was needed.

Ninety-two percent had had a job outside the home for which they received pay. Types of jobs covered a wide range, with babysitting being the only category checked by more than 10% of the respondents. (See Table 9.) Seventy-seven percent had worked at paid jobs during vacation, 62% before or after school, and 64% on weekends during the school year.

Kinds of tasks or chores done at home covered a wide range of categories, with clean up (house) leading with 36%, doing the dishes 17%, and yard or garden work, 15%, being the only categories named by more than 10% of the respondents. Forty-three percent had received pay for work done at home, with whites paid more often than blacks. Extreme rural (53%) were most often paid for work done at home.

Exercise 200016 also addresses objective II: Improve career and occupational capabilities. It asks the Seventeens to:

> List any lessons, training, or courses you have taken outside of regular school. These can include lessons taken during summer school, summer camps, special classes, music or art lessons, and so forth.

Table 10 presents a summary of responses to this item. Areas in which Seventeens reported taking lessons, training or courses included:

See Table 10, p.115

musical or artistic activities, 44%; individual sports, 30%; school or academic area, 17%; group sports, 10%; hobbies and crafts, 8%; household skills, 5%; and other acceptable (e.g. life saving, farming, mechanical drawing, charm school), 34%.

Sex differences appear again, with 52% of the females but only 36% of the males having taken lessons in musical or artistic fields, and 33% females and 26% males studying individual sports. Twelve percent of the males and only 7% of the females reported having taken lessons in group sports. Parental education is again a factor, with those Seventeens whose parents had some post high school education markedly exceeding all other groups in incidence of training outside school. Fifty-six percent of this group had lessons in musical or artistic activities, 37% in individual sports, and 39% in miscellaneous activities (other acceptable response). High metro communities appear to support even greater participation in musical or artistic training, with 58% of this group reporting such lessons. Low metro and high metro reported the greatest incidence of training in school or academic areas.

Whites (46%) exceed blacks (33%) in musical or artistic training and in training in individual sports (31% to 17%); but blacks exceed whites in training in school or academic areas (24% to 16%) and in training in household skills (10% to 5%).

OBJECTIVE III: POSSESS SKILLS THAT ARE GENERALLY USEFUL IN THE WORLD OF WORK

Objective 3 has six sub-objectives:

A. Have generally useful numerical skills.

B. Have generally useful communication skills.

C. Have generally useful manual-perceptual skills.

D. Have generally useful information-processing and decision-making skills.

E. Have generally useful interpersonal skills.

F. Have employment seeking skills.

HAVE GENERALLY USEFUL NUMERICAL SKILLS

As with the other objectives, we have selected items from each of the sub-objectives to illustrate an approach to using the data. Exercise 301010 (sub-objective A) presents a layout of an office and shop area and asks:

A. How many feet long is the office at Side X?

B. How many feet long is the office at Side Y?

C. How many square feet of floor space are there in the office?

Eighty- two percent of Seventeens found the correct dimensions, with males (88%) correct more often than females (76%) and whites (88%) more often than blacks (41%). Relation to parental education is a factor, with 90% of Post-HS respondents finding the correct dimensions, whereas only 63% of No-HS respondents were correct. High metros did significantly better than the average (90%) and low metros were considerably lower than the average (60%). Region appears to be a factor here also, with Central region respondents being correct 88% of the time, and SE only 71%.

See Table 11, p.116

Only 48% of the total sample found the correct area. The same patterns of differences obtained here as in the finding of dimensions, with Central (54%) exceeding SE (40%), males (53%) exceeding females (43%), whites (52%) exceeding blacks (18%), Post-HS (55%) significantly higher than the other categories, and low metro being correct only 25%

of the time. High metros remained within the national averages on this item.

Exercise 301014 is another item related to sub-objective A. It asks students to convert inches to feet, feet to inches, seconds to minutes, minutes to seconds, ounces to pounds, and pounds to ounces. Table 12 summarizes responses.

See Table 12, p.117

Percentages of the national sample giving acceptable responses were as follows: inches to feet, 69%; feet to inches, 94%; seconds to minutes, 73%; minutes to seconds, 98%; ounces to pounds, 89%; pounds to ounces, 83%. Males exceeded females on four of the six sections, and whites exceeded blacks on all sections of this item. Except for converting inches to feet and seconds to minutes, parental education does not appear to be as strong a factor here as it was in some of the other items. Central region exceeds the national average on two sections, and SE is below the national average in all but one section. High metros did better than low metros on all sections, and extreme rurals exceeded the national average on five of the six sections.

Some of the COD items have been analyzed for in-school Seventeens and out-of-school Seventeens, as well as for all Seventeens. This is one item in which rather large differences can be seen between the in-schools and out-of-schools. The out-of-school youth included those who had graduated from high school as well as those who had dropped out. However, Table 13 shows that the in-school group exceed

See Table 13, p.118-119

the out-of-school group in each section of the conversion exercise (301014). Nearly twice as many in-school (71%) as out-of-school (37%) youth were able to convert inches to feet and seconds to minutes (75% to 34%). Whether this reflects a deterioration of skills once a student has left school, or reflects different characteristics between the two groups is not known.

HAVE GENERALLY USEFUL COMMUNICATION SKILLS

Exercise 302005 addresses sub-objective B. The item displays catalogue descriptions of three items and asks the respondents to:

> Fill out the order blank below to order one of each of the items pictured on the opposite page. Use the name of Pat Doe and the address of 100 Center Street, Atlanta, Georgia 30304.

Each part of the order form is analyzed for accuracy, and reported. Data are too numerous to treat fully here. Table 14

See Table 14, p.120

presents only the percentages completing each part of the order form correctly, with no breakdowns by region, sex, race, parental education, or type of community. The reason for this limited presentation is that percentages are reported for the best correct response on each part of the order blank, and also for other acceptable responses; but the two categories are not collapsed (combined). However, since percentages of correct responses were high on most sections of this item (with the exception of those requiring numerical skills, which have already been discussed), the breakdowns would not add significantly to your understanding of the status of Seventeens in this type of communication skill. Percentages giving the best correct response (exclusive of those giving other acceptable responses) on each section of the order blank are as follows: date, 91%; name, 98%; street address, 98%; city, state, and zip, 97%; total amount for order, 75%; shipping and handling charges, 73%; total amount enclosed, 69%; order blank date acceptable, 92%; order blank name acceptable, 99%; and order blank address acceptable, 98%.

Exercise 302017 also addresses objective B. It asks three questions related to communication skills:

A. Have you participated in a discussion with an organized group such as a school, work, or community group?
B. Have you led a discussion with some organized group?
C. Have you given a speech or report to some organized group?

Table 15 summarizes responses. Seventy-six percent of Seventeens had participated in organized group discussions, 40% had led such

See Table 15, p.121

discussion, and 58% had given a speech or report to an organized group. Larger percentages from Central region had led discussions and given speeches. More females than males had given speeches or reports, and students from post high school parental education families were more likely than any others to have participated in all three of these communication activities. Students from extreme rural areas exceeded the national average in participation in organized discussion (82%) and those from small places were below the national average in leading group discussions (37%).

HAVE GENERALLY USEFUL MANUAL PERCEPTUAL SKILLS

Exercise 303011 assessed sub-objective C: Have generally useful manual-perceptual skills. The item pictures a measuring cup with 1 1/4 cups of liquid in it and asks the student to select the correct response from among four responses.

Ninety-two percent of the students identified the correct response, with whites (95%) correct more often than blacks (75%), and parental education correlated with success on this item. High metros (97%) and main big cities (96%) exceeded the national average, and low metros (85%) were below national average.

See Table 16, p.122

Exercise 303012, another sub-objective C exercise, presents a picture of a sphere, a cube, a cylinder, and a pyramid, and asks Seventeens to sketch a picture of the objects.

Only 17% of Seventeens completed sketches which were acceptable in all three factors: position, three-dimension, and size. In-school youth (17%) did somewhat better than out-of-school youth (12%).

See Table 17, p.123

Seventy-seven percent of all Seventeens positioned the objects acceptably in their sketches, but only 21% were acceptable in terms of relative size. In-school youth did better than out-of-school youth on both these factors. Again whites did better than blacks on all facotrs, and high parental education was related to success.

HAVE GENERALLY USEFUL INFORMATION-PROCESSING AND DECISION-MAKING SKILLS

Exercise 304011 related to objective D: Have generally useful information-processing and decision-making skills. The item reads:

> Suppose a large airline has the following policy: "All Stewardesses must be unmarried women between the ages of 21 and 35."
>
> How would you change the policy?

Table 18 shows that 32% of Seventeens suggested acceptable changes for marriage, sex, and age. Forty-seven percent suggested no

See Table 18, p.124

change for marriage, sex, or age. Females (51%) were more apt than males (43%). Small places (52%) exceeded the national average in suggesting no change, and low metros were below the national average (36%).

HAVE GENERALLY USEFUL INTERPERSONAL SKILLS

Exercise 305009 addresses sub-objective E. It asks:

Suppose you knew someone who spoke almost no English.
How could you help him to get along?

Ninety-two percent of all Seventeens gave at least one constructive suggestion, with in-schools (93%) doing better than out-of-schools (82%). Central region respondents (94%) were above the national average, and SE (88%) were below.

See Table 19, p.125

Constructive suggestions included the following: start out with objects, tell him what it was in English; buy a book of his language and do the best I could; hand signals; repeat words to him; teach him some basic words; introduce him to my friends; try to find an interpreter.

Exercise 305010 also assesses sub-objective E. Two separate films were used to present to the Seventeens two hypothetical cases involving a boss. They are asked to respond to the following.

A. What are the four BEST things that Mr. Brown did as a boss? Give an example for each thing. (Response to film #1)

B. What are the four WORST things that Mr. Brown did as boss? Give an example for each thing. (Response to film #2) Responses were categorized as indicated in Table 20. For section A, BEST things Mr. Brown did, percentages giving responses in each of the following categories for at least one of their four responses were: helped with task, 75%; accepted suggestion, 74%; organized the task, 38%; utilized employees' strong points, 28%; polite, 23%; praised good work, 23%; explained the task, 14%. Females were more likely than males to include the categories polite, praised good work, and explained the task. Blacks (27%) were more likely than whites (13%) to include explained the task. Whites (25%) far outdistanced blacks (9%) in use of the category praised good work. Differences along other variables are spotty and are left for your individual interpretation.

See Table 20, p.126-127

Part B presented the second film with another hypothetical situation and asked the students to identify the four WORST things Mr. Brown did as boss. Response categories follow: didn't explain task, 76%; discourteous, 76%; didn't accept responsibility, 90%; showed favoritism, 16%; didn't take suggestions, 10%; and didn't organize task, 9%. Whites were more likely than blacks, and females were more likely than males to include the categories: discourteous, didn't accept responsibility; and showed favoritism. High metros were much more apt than low metros to use didn't organize task; parental education appears to affect use of the discourteous and the didn't accept responsibility categories. Whites were more likely than blacks to suggest that Mr. Brown didn't organize the task and didn't explain the task.

HAVE EMPLOYMENT SEEKING SKILLS

Exercise 306006 is related to sub-objective F. It asks Seventeens to:

> List five kinds of part-time work people your age do to earn money in or near your town.

Responses were keyed into occupational categories. Table 21 presents results. Percentages are presented separately for in-school and out-of-school youth, as well as for all youth, because there are some marked differences in responses. Service was the category most frequently named by all Seventeens (75%), with 10% difference between in-school (76%), and out-of-school (65%) youth. Laborers were named next (45%). Operatives were named just about as frequently (45%). Operatives included such jobs as cab driver, bus driver, deliveryman, assembly line worker, seamstress, painter, welder, gas station attendant, factory worker. Sales jobs were named by 23% of all Seventeens, with 5% difference between in-school (24%) and out-of-school (18%). Clerical jobs were named next most frequently (28%), with in-school (29%) seeing this possibility to a much greater extent

See Table 21, p.128-129

than out-of-school (17%). Farm laborer, foreman was the only other category named by more than 10% of all Seventeens. Ten percent of out-of-school youth saw craftsman as a possibility, whereas only 6% of in-school youth named this category.

Sex differences are evident in these responses, particularly in the categories clerical (41% females, 15% males), sales (33% females, 14% males), service, (87% females, 64% males), craftsman (9% males, 3% females), farm laborer (17% males, 6% females), laborer (59% males, 32% females), and operatives (54% males, 37% females). Race differences are most evident in the operatives category, with 49% of whites but only 22% of blacks naming this category.

There are some regional and community type differences here too, which suggest a need for you to check your students on this COD item to see whether or not national trends are reflected in your students' employment seeking skills.

Exercise 306009 also addresses sub-objective F. The item presents three help wanted ads, and directs the student as follows:

> Below are three ads from the Help Wanted section of a newspaper. Read all three ads and choose which job you would like best if you had to apply for one of them.
>
> Fill in the oval beside the ONE you choose.
>
> On the next two pages, write a letter applying for the job that you chose. Write the letter as if you were actually trying to get the job. Use the name Dale Roberts.

Responses to this item are summarized in Table 22. Each letter

See Table 22, p.130-132

was analyzed for the presence or absence of specific items (presented correctly). Job application parts, and percentages responding correctly to each, follow: gave correct greeting, 92%; gave correct closing, 85%; gave correct signature, 85%; described qualifications correctly, 82%; described job correctly, 78%; gave personal behavioral traits relevant to the job, 65%; gave education and training qualifications, 44%; sought contact, 36%; gave inside address, 33%; gave data, 32%; gave return address correctly, 20%; sought interview, 16%; gave personal facts relevant to job, 13%; gave reason for wanting job, 10%; gave references, 9%; asked for other information, 8%; gave experience, 3%; stated that they meet all job requirements, 3%.

Perusal of Table 22 reveals many sex, race, and parental education differences. All these differences are in favor of females, whites, and Post-HS groups. High metros exceeded Seventeens from other type of communities on seven of the parts of the application.

OBJECTIVE IV: PRACTICE EFFECTIVE WORK HABITS

Objective IV has five parts:

A. Assume responsibility for own behavior.

B. Plan work.

C. Use initiative and ingenuity to fulfill responsibilities.

D. Adapt to varied conditions.

E. Maintain good health and grooming.

ASSUME RESPONSIBILITY FOR OWN BEHAVIOR

Exercise 401009 states:

Suppose you are a factory worker operating a machine which has a special safety shield on it. You are required to put up the safety shield whenever the machine is being used so that hot pieces of metal which come off the machine cannot hit and burn other workers. One day you are operating the machine without putting up the safety shield. A piece of hot metal flies through the air and severely burns another worker who was in a place where he wasn't supposed to be.

A. Are you responsible for the injury to the other person?

B. Please give a reason for your answer.

Table 23 presents a summary of results on this item. Eighty-two percent of Seventeens indicated that they would accept responsibility for the accident. Race and parental education appear to be related to responses. Eighty-four percent of whites and 75% of blacks said they would accept responsibility for the injury.

See Table 23, p.133

Eighty-eight percent of all Seventeens gave acceptable reasons for accepting responsibility; 89% of in-school youth, and 77% of out-of-school youth gave acceptable reasons. Whites and the Post-HS group gave acceptable reasons more often than blacks and other parental education groups.

Exercise 401013 also relates to sub-objective A. It reads:

> Suppose a place where you worked made a new rule that you thought was very unfair. What would you do?

Table 24 presents a summary of results for all Seventeens as well as for in-school and out-of-school youth. Of the total group, 70% stated as one of their responses that they would discuss it with an authority in the company; 20% would talk with fellow workers; 19% would quit and look for another job; 13% would protest or petition; 13% would obey or attempt no change at all; 6% would discuss with authorities outside the company; 4% would complain, gripe, get mad; 3% said they would try to get it changed (no method specified); 2% would strike; and 0% would obey while initiating action!

See Table 24, p.134-137

More males than females would strike (2% to 1%). More females than males would discuss it with an authority in the company (73% to 68%) and talk it over with fellow workers (23% to 16%). More whites than blacks would talk it over with fellow workers (23% to 17%); and more blacks than whites would quit and look for another job (21% to 18%). Regional differences are slight. Post-HS and urban fringe communities appear to dispose Seventeens to discuss the problem with authority in the company.

Significantly more in-schools than out-of-schools would strike (2% to 0%); complain, gripe, get mad (4% to 3%); quit and look for another job (19% to 10%); protest or petition (13% to 10%); talk with fellow workers (20% to 17%); or discuss with outside authorities (6% to 4%). More out-of-schools than in-schools would discuss with an authority in the company.

USE INITIATIVE AND INGENUITY TO FULFILL RESPONSIBILITIES

Exercise 403010 addresses sub-objective C: Use initiative and ingenuity to fulfill responsibilities. It reads:

> A factory worker has just called a meeting of his foremen to decide whether they can make and deliver 200 inflatable boats of a new type within two weeks.
>
> Which one of the following subjects would be the LEAST worthwhile to discuss at the meeting?
>
> - Whether the factory has enough materials on hand for 200 boats.
> - What should be printed on the boses the boats are shipped in.
> - The kind of material to be used.
> - Whether overtime will be required to meet the two-week deadline.

Table 25 shows that 77% of all Seventeens chose the appropriate

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See Table 25, p.138

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response: What should be printed on the boses the boats are shipped in. Whites (82%) handled this item significantly better than blacks (50%) or others (53%). The Post-HS group were right much more frequently than any other group (86%). High metros were correct considerably more often than low metros (86% to 56%).

OBJECTIVE V: HAVE POSITIVE ATTITUDES TOWARD WORK

Objective V has four sub-objectives:

A. Recognize the bases of various attitudes toward work.
B. Hold competence and excellence in high regard.
C. Seek personal fulfillment through own achievements.
D. Value work in terms of societal goals.

RECOGNIZE THE BASES OF VARIOUS ATTITUDES TOWARD WORK

Exercise 501009 reads:

Give six reasons why some people who are willing to work find it hard to get a job.

The question is open ended, and responses were categorized. Table 26 presents the range of categories, and reflects differences between in-schools and out-of-schools, as well as of all Seventeens. For all Seventeens, categories most frequently used were: not enough experience/training, 83%; jobs not available, 52%; age discrimination, 26%; demands applicant makes, 26%; physical health, 24%; racial

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See Table 26, p.139-145

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discrimination, 18%; too far from job, 18%; poor references, 14%; appearance, 11%; police record, 10%; sex discrimination, 8%; personality/manners, 7%; other discriminatory practice, 6%; lack of intelligence, 4%; ethnic discrimination, 3%; religious discrimination, 3%; poor interview, 2%; overqualified, 1%; don't know what they want, 1%; past drinking/drug problem, 0%.

In-school youth considerably exceeded out-of-school youth in the following categories: racial discrimination, religious discrimination, other discriminatory practices, police record, not enough experience/training, lack of intelligence, physical health, poor references, jobs not available, and too far from job. Whites exceeded blacks in use of demands applicant makes, appearance, personality/manners, and age discrimination.

Among all Seventeens, females more often than males cited age discrimination, sex discrimination, religious discrimination, overqualified, not enough experience/training, demands applicant makes, and don't know what they want. Males more than females listed police record, appearance, and poor references.

More whites than blacks used categories of religious discrimination, police record, appearance, physical health, demands applicant makes, jobs not available, too far from jobs. Blacks did not exceed whites significantly in any category.

The Post-HS group were more likely than any other group to list racial discrimination, age discrimination, sex discrimination, overqualified, not enough experience/training, physical health, jobs not available.

High metros were most likely to name sex discrimination, overqualified, and too far from job. Extreme rurals were significantly below national averages on age discrimination, sex discrimination, ethnic discrimination, and police record, but were highest of all groups on jobs not available.

Exercise 501001 also addresses sub-objective A. It reads:

A. Mr. Smith has a job. All day long he runs a machine that punches holes in leather belts. He does the same thing every day. Do you think that it is possible that Mr. Smith likes his job?

_____ yes

_____ no

_____ I don't know

B. Give a reason for your answer.

Table 27 shows that 47% answered yes to this item. Reasons given were categorized. Reasons why worker might like the job: gives evidence he likes it, 21%; job is easy, 8%; may pay well, 3%; likes machine/working with hands, 3%; only job he could get, 3%; may have low mentality, 2%; gets satisfaction from doing job well, 1%; likes people he works with, 1%; and likes lack of responsibility, 1%. Reasons for not liking it were: monotonous, no challenge, 38%; and pay is poor, 1%.

See Table 27, p.146-147

Females more often than males listed: gives evidence he likes it and only job he could get. Blacks more often than whites listed:

easy, gives evidence he likes it. Whites more often than blacks quoted: monotonous.

Post-HS Seventeens were more likely to respond: gets satisfaction from doing job well and likes lack of responsibility. The SE group were more likely than those from other regions to state that the worker gives evidence he likes the job; the NE group were least likely to make this response. High metros were low on the categories: easy and gives evidence he likes it.

SEEKS PERSONAL FULFILLMENT THROUGH OWN ACHIEVEMENTS

Exercise 503011 relates to sub-objective C: Seek personal fulfillment through own achievements. It reads:

> Suppose you had to work for a living. Who should make the final decision about the kind of joy you would take?

Table 28 shows that 87% of Seventeens saw this as their own right/responsibility. Four percent said help in consultation with others. Three percent named persons other than parents. Three percent said, "Me and my parents," and 1% would give this decision to their parents.

See Table 28, p.148

Seventeens from the SE exceeded national averages in persons other than parents, parents, and parents and self.

Whites (88%) accepted self responsibility more often than blacks (79%). Posts were most apt to suggest self in consultation with others (5%) and low metros were least apt to name this category.

VALUE WORK IN TERMS OF SOCIETAL GOALS

Exercise 504005 relates to sub-objective D. It reads:

A. In our country we have child labor laws which do not allow children to work at regular jobs. Should we continue to have such laws?

_____ yes

_____ no

B. Give three reasons for your answer.

Table 29 presents a summary of results. Seventy-four percent of all Seventeens said child labor laws should be continued, with whites exceeding blacks (77% to 53%), NE above (79%) and SE below (66%) the national average, and the Post-HS group and high metros also exceeding the national average (79% and 82%).

See Table 29, p.149-150

Reasons for continuing child labor laws, for all seventeens, were: to protect their well being, 38%; interferes with education, 36%; children not qualified, 35%; employers exploit them, 15%; need to employ more adults, 11%; and parents exploit children, 7%.

Females more often than males, and whites more often than blacks, stated that work would interfere with education, children are not qualified, and that parents would exploit children. Whites also exceeded blacks in categories employers exploit, protect well being, and employ more adults.

Post-HS Seventeens were much more likely to cite concern for protecting well being, interfering with education, employ more adults, employers exploit, and parents exploit. Size and type of community do not appear to be a heavy factor here, although extreme rurals were higher low metros lower than the national average on children not qualified. High metros cited employ more adults much more frequently than did low metros (16% to 6%).

In-school and out-of-school differences are large, with 38% of in-schools and only 12% of out-of-schools mentioning interferes with education; 15% in-schools and 8% out-of-schools, employers exploit; 7% in-schools and 4% out-of-schools, parents exploit; 40% in-schools and 22% out-of-schools, protect well being; 11% in-schools and 5% out-of-schools, employ more adults; 35% in-schools and 33% out-of-schools, children not qualified.

SUMMARY

This document has presented selected sections of the data generated by NAEP from the responses of Seventeens on the COD tests administered nationwide to a representative sample of 37,500 in-school and out-of-school youth. Minimal analyses of some of the presented data have been made in order to demonstrate ways the data might be entered and explored selectively, such selection to be guided by your school's idiosyncratic patterns of pupil characteristics, school resources, and community expectations. Implications of data explored, and suggested areas to address in your career education program to improve students' career and occupational development, are also presented.

Some general observations can be made here on the basis of the data presented in this document. Whites tend to do better than blacks on items which tap knowledge of the world of work, items requiring logical analysis of a hypothetical work-related situation, and in opportunities for varied pre-vocational experiences. Males and females differ markedly in their responses to items related to stereotypically female-oriented and male-oriented occupations, showing that both sexes' perceptions are influenced by such sex stereotyping. Seventeens whose parents had post high school education scored higher on items related to knowledge of the work world, ability to separate fact from myth, ability to apply logical analysis to a work-related situation, and in opportunities for varied pre-vocational experiences. Seventeens from high metro communities scored higher than those from low metro communities on these same factors. In-school youth differ from out-of-school youth on many factors.

From these data analyses, we may conclude that there is still much to be done to facilitate Seventeens' career and occupational development. You will need to select from among the 41 released items for Seventeens, those most closely related to your school's career education objectives. Data will need to be analyzed for implications, and your career education program will need to be modified to reduce differences in competencies between the sub-populations and to enhance the career and occupational development of the total population of Seventeens.

TABLE 1*

PERCENTAGES OF SEVENTEENS WHO TALKED SERIOUSLY TO SOMEONE ABOUT FUTURE PLANS, EXERCISE 101002

Response Activity Categories	Nat.	Region				Sex		Race		Parental Education				Size and Type of Community						
		SE	West	Cent	NE	M	F	Black	White	None	Some	Grad	Post	LOMT	ER	SMPL	MCTY	MBC	UF	HIMT
Talked seriously to anyone about future plans	74	66			78	70	77	63	75	57	66		81					80		
Talked to school coun./adv.	35	27	27	39	42	30	39			20	24		41							
Talked other civilian couns./adv.	2														0				0	
Talked to psychologist	0	0		0	1					0		0			0		0		0	
Talked to teacher	14													8						9
Talked to military advisor	1				0				1	0	0			0	0		0			
Talked to parents	62	51			67	59	65	48	63	37	49		71							
Talked to older adult	14											11								

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*Numbers in tables are P-values for those sub-groups which differ significantly from the national P-value. If a sub-group P-value is noc significant, it is not reported.

TABLE 1.--Continued

Response Activity Categories	Nat.	SE	West	Cent	NE	M	F	Black	White	None	Some	Grad	Post	LOMT	ER	SMPL	MCTY	MBC	UF	HIMT
		Region				Sex		Race		Parental Education				Size and Type of Community						
Talked to other acceptable	4												5		1				2	9
Talked to peers	38	30				31	45	27	39		31		43							48
First person talked to is aware of abilities	69	60				65	72	55	70	55	60	65	76					76		

TABLE 2

PERCENTAGES OF SEVENTEENS WANTING TO IMPROVE IN AN ACTIVITY IN WHICH THEY ARE INTERESTED, EXERCISE 101005

Response Activity Categories	Nat.	Region SE	Region West	Region Cent	Region NE	Sex M	Sex F	Race Black	Race White	Parental Education None	Parental Education Some	Parental Education Grad	Parental Education Post	Size and Type of Community LOMT	Size and Type of Community ER	Size and Type of Community SMPL	Size and Type of Community MCTY	Size and Type of Community MBC	Size and Type of Community UF	Size and Type of Community HIMT
Categories of things would like to do better																				
Group sports	22		17			31	13	27		14	14	26								
Individual sports	27		32					14	29	21	21		31	20						36
Musical or artistic activities	15					11	19			7		12	20							
Hobbies and crafts	7					12	2						5							
School or academic areas	6																			
Household skills	6					0	12	10	6	13				9						
How well do things compared to others same age																				
Better; good	45		41			50	40			35		40	49							

TABLE 2.--Continued

Response Activity Categories	Nat.	Region SE	 West	 Cent	 NE	Sex M	 F	Race Black	 White	Parental Education None	 Some	 Grad	 Post	Size and Type of Community LOMT	 ER	 SMPL	 MCTY	 MBC	 UF	 HIMT
Same; average; fair	33	28										37								
Worse; not too good	11				8	9	14								9					8
How know how well do this thing																				
Judge by what other people say	17	20				14	19								26					
Judge by grades and tests	9																			
Personal comparison with others	12					15	9			6	7									
Comparison or piece of data indicating ability	43				47				44	29			48							

TABLE 2.--Continued

Response Activity Categories	Nat.	Region				Sex		Race		Parental Education				Size and Type of Community						
		SE	West	Cent	NE	M	F	Black	White	None	Some	Grad	Post	LOMT	ER	SMPL	MCTY	MBC	UF	HIMT
Have tried find out how to do thing better	78	73		81		81	75	67	79	65	68	75	86			74				86
How tried to find out how to do thing better																				
Verification from live source	38							30	39				41							
Verification from stored source	8					12	4			4	5									
Self eval. and/or correction	2																			
Formal lessons course train.	15					11	19	10	16	8			19					25		
Practice	12	8				14	10													

TABLE 3

PERCENTAGES OF SEVENTEENS IDENTIFYING JOBS REQUIRING SPECIFIC ABILITIES, EXERCISE 102013

Response Activity Categories	Nat.	Region				Sex		Race		Parental Education				Size and Type of Community						
		SE	West	Cent	NE	M	F	Black	White	None	Some	Grad	Post	LOMT	ER	SMPL	MCTY	MBC	UF	HIMT
None correct	0																			
At least 5 parts correct	98			99				92	99				100	92					99	100
All 9 parts correct	9							4	9					4						

TABLE 4

PERCENTAGES OF SEVENTEENS GIVING REASONS FOR ACCEPTING/NOT ACCEPTING PROMOTION, EXERCISE 102023

Response Activity Categories	Nat.	Region				Sex		Race		Parental Education				Size and Type of Community						
		SE	West	Cent	NE	M	F	Black	White	None	Some	Grad	Post	LOMT	ER	SMPL	MCTY	MBC	UF	HIMT
Reasons for accepting promotion to supervisor																				
Challenge, responsibil.	27					24	29	16	28	19			31	19	13					34
Personal satis.	26	22				20	31													
Prestige, status	56							38	59		50	52	62	44						
Opportunity, advancement	28							13	30		19		35		16					
Work cond. benefits	44					51	38	36	46			52	40		51					
Better location	3																			2
Feels capable, deserving	10					9	12	16	10											6
Interpersonal relations	10													16						

TABLE 4.--Continued

Response Activity Categories	Nat.	Region SE	Region West	Region Cent	Region NE	Sex M	Sex F	Race Black	Race White	Parental Education None	Parental Education Some	Parental Education Grad	Parental Education Post	Size and Type of Community LOMT	Size and Type of Community ER	Size and Type of Community SMPL	Size and Type of Community MCTY	Size and Type of Community MBC	Size and Type of Community UF	Size and Type of Community HIMT
Reasons for rejecting promotion to supervisor																				
Too much responsibil.	53							31	56	44			58	39	42			60		
Doesn't like new job	55					51	58	47												
Not like working conditions	34							41												
Not want move to new location	7			9		5	8				4			4	11					
No capable deserving	30		33			26	33						33							
Interpersonal relations	39			43	33			21	41				41							

TABLE 5

PERCENTAGES OF SEVENTEENS INTERESTED IN ACTIVITIES USEFUL FOR A JOB, EXERCISE 103002

Response Activity Categories	Nat.	Region				Sex		Race		Parental Education				Size and Type of Community						
		SE	West	Cent	NE	M	F	Black	White	None	Some	Grad	Post	LOMT	ER	SMPL	MCTY	MBC	UF	HIMT
Interested in activity useful on job	63		70		58	71	55			52			69							71
Games	0	0													0		0	0	0	
Group sports	17	21				28	6	31	14					25						
Individual sports	14		17			16	12	7	14	7		11	17							
Musical or artistic abilities	10					6	13			4		7	12							
Hobbies and crafts	8					14	3							4						
School or academic areas	2			4		1	3				1									
Household skills	4					0	8													2

TABLE 5.--Continued

Response Activity Categories		Region				Sex		Race		Parental Education				Size and Type of Community						
	Nat.	SE	West	Cent	NE	M	F	Black	White	None	Some	Grad	Post	LOMT	ER	SMPL	MCTY	MBC	UF	HIMT
Categories of jobs for which activities might be useful:																				
Professional doing something as the hobby/activity	27					37	18							37						
Teacher in activity listed	11					6	14					8	15					6		16
Direct relationship or close indirect relationship	18			21	13			10	19	11			20							
How interest in activity useful for job:																				
Knowledge of or experience in field	30	20				33	26	16	32	19	20		35							

TABLE 5.--Continued

Response Activity Categories	Nat.	Region				Sex		Race		Parental Education				Size and Type of Community						
		SE	West	Cent	NE	M	F	Black	White	None	Some	Grad	Post	LOMT	ER	SMPL	MCTY	MBC	UF	HIMT
Test of interest in field	0				0	0	0	0		0	0			0			0			0
Tells how interest can help in job	11									6						7				21

TABLE 6

PERCENTAGES OF SEVENTEENS NAMING SCHOOL SUBJECTS USEFUL FOR A JOB, EXERCISE 104003

Response Activity Categories	Nat.	Region				Sex		Race		Parental Education				Size and Type of Community						
		SE	West	Cent	NE	M	F	Black	White	None	Some	Grad	Post	LOMT	ER	SMPL	MCTY	MBC	UF	HIMT
Having taken subject in school, useful for job	91			94	87	90	93								96					
Categories of subjects named:																				
Math	17	22				21	13			26										
Science	9	6	6		13					2	5		12							
English	7					5	9			4		4	9	5						
Art, music, drama, speech	4					5	3	2	4	1			6	0						
Social science	4												5			2	5			
Phys. ed. health ed.	1		0					3	1										0	
Industrial arts	6					12	0													
Business education	27					8	45	21												
Home economics	3					1	4	7												
Foreign language	1		0					0		0			2		0				0	

TABLE 6.--Continued

Response Activity Categories	Nat.	Region				Sex		Race		Parental Education				Size and Type of Community						
		SE	West	Cent	NE	M	F	Black	White	None	Some	Grad	Post	LOMT	ER	SMPL	MCTY	MBC	UF	HIMT
Vocational education	11				7	18	3					15	7	15						
Category of job for which subject might be useful:																				
Prof. in subj. field listed	14	10				19	10	9	15											
Teacher in subj. field listed	5										2		7	3					3	
Direct relationship in field	48			54		39	58													
Indirect relationship to subject field	13	19				15	10	20												

TABLE 7

PERCENTAGES OF SEVENTEENS NAMING THINGS THAT COULD BE DONE TO FIND OUT ABOUT A JOB, EXERCISE 104011

Response Activity Categories	Nat.	Region				Sex		Race		Parental Education				Size and Type of Community						
		SE	West	Cent	NE	M	F	Black	White	None	Some	Grad	Post	LOMT	ER	SMPL	MCTY	MBC	UF	HIMT
Things which could be done to find out about a job																				
Counselor/ advisor	28					26	31	14	30	12			32	14		33				
Observation of the field	69	61		76				43	73	56	62			75	54			78		78
Read about it	44					41	47	31	46	27	38		50	30						
Info. from profnl. assoc.	4					3	5	2	4	2			5	1		6			1	
Talk to a teacher	2				1					1								1		
Contact personnel office	42		39					27	45				46	33						

TABLE 8

PERCENTAGES OF SEVENTEENS NAMING FUTURE JOBS THEY HAVE THOUGHT ABOUT, EXERCISE 104015

Response Activity Categories	Nat.	Region				Sex		Race		Parental Education				Size and Type of Community						
		SE	West	Cent	NE	M	F	Black	White	None	Some	Grad	Post	LOMT	ER	SMPL	MCTY	MBC	UF	HIMT
Have thought about future job	93							89	94	86			96							
Occupational categories of jobs thought about:																				
Apprentice	0				0															
Clerical	22	27			17	2	41				30	25	17		31					
Craftsman	17					33	1					21	14			20				11
Farmer, farm manager	4			7	1	6	5	1	4	0				1	11					
Farm laborer or foreman	1				0	1	0	0	1	0				0	5			0	0	0
Homemaker or housewife	5					0	9	1	6	2				2						
Laborer	2		4		1	4	0			0		4								0
Manager or administrator	7			5		9	5									4		15		
Military	6					9	3											1		
Operative	9					15	3				15	11	6							5
Professional	69					64	73			50	60	60	81		57					80

TABLE 8.--Continued

Response Activity Categories	Nat.	Region SE	Region West	Region Cent	Region NE	Sex M	Sex F	Race Black	Race White	Parental Education None	Parental Education Some	Parental Education Grad	Parental Education Post	Size and Type of Community LOMT	Size and Type of Community ER	Size and Type of Community SMPL	Size and Type of Community MCTY	Size and Type of Community MBC	Size and Type of Community UF	Size and Type of Community HIMT
Proprietor or owner	3					4	1			1										
Protective services	7					11	2	2	7		3									3
Sales	4									1					2					
Service	15		18		11	4	25													
Technical	12				9										7					
Reasons for choosing job:																				
Responsibility	17																	12		
Helping people	23					16	29					19	27							
Prestige, status	6					7	5							3						
Availability of job	2				1			1												
Duties of job	53		59								62									
Mechanical aspects	37	32				48	27		38	28						32		46		
Job qualifications	1									0							0			

TABLE 8.--Continued

Response Activity Categories	Nat.	Region				Sex		Race		Parental Education				Size and Type of Community						
		SE	West	Cent	NE	M	F	Black	White	None	Some	Grad	Post	LOMT	ER	SMPL	MCTY	MBC	UF	HIMT
Personal abilities	2	1																		
Inter-personal relations	33					23	43		34		26		37	24						
Skills or abilities needed to do job:																				
Correctly named skill needed	34					30	28								27					
Correctly named knowledge needed	40					44	37				32									
Correctly named personality needed	21				16	14	27	15		14	17	25								

TABLE 9

PERCENTAGES OF SEVENTEENS WHO HAVE PAID OR UNPAID JOBS, EXERCISE 200001

Response Activity Categories	Nat.	Region				Sex		Race		Parental Education				Size and Type of Community						
		SE	West	Cent	NE	M	F	Black	White	None	Some	Grad	Post	LOMT	ER	SMPL	MCTY	MBC	UF	HIMT
Ever tried to get part-time job	86	82				90	82			75			89					92		
Why tried to get part-time job:																				
Economic independence	70	61			77	78	63													
Values or enjoys work; to help others; needed	4				2			8												
To learn about job; improve careers capabilities; experience	4									2										
To develop interpersonal skill	1					0	2	0						0				0		
Ever had job at home for which received pay	91	88	95		89	95	88	84	92	86										

TABLE 9.--Continued

Response Activity Categories	Nat.	Region				Sex		Race		Parental Education				Size and Type of Community						
		SE	West	Cent	NE	M	F	Black	White	None	Some	Grad	Post	LOMT	ER	SMPL	MCTY	MBC	UF	HIMT
Worked at paid job before/after school	62	55						48	65	49				54	51			72		70
Worked paid job during school hours	7																			
Worked paid job weekends during school year	64	54						39	68	52	57		67	48				72		72
Worked paid job during vacations	77	72		81		82	72	69	78											
Ever received pay for work done at home	43							32	45		35				53					

TABLE 10

PERCENTAGES OF SEVENTEENS WHO HAD TAKEN LESSONS, TRAINING OR COURSES OUTSIDE OF SCHOOL, EXERCISE 200016

Response Activity Categories	Nat.	Region				Sex		Race		Parental Education				Size and Type of Community						
		SE	West	Cent	NE	M	F	Black	White	None	Some	Grad	Post	LOMT	ER	SMPL	MCTY	MBC	UF	HIMT
Games	0																			
Group sports	10					12	7				1		11							
Individual sports	30	24				26	33	17	31	11	24		37	18						
Musical or artistic activities	44					36	52	33	46	24	28	39	56							58
Hobbies and crafts	8		10	5									9							
School or academic areas	17							24	16					26	11		12			29
Household skills	5					1	9	10	5		9					4				
Other acceptable response	34	27				31	37				29		39			30				

TABLE 11

PERCENTAGES OF SEVENTEENS COMPUTING DIMENSIONS, EXERCISE 301010

Response Activity Categories	Nat.	Region				Sex		Race		Parental Education				Size and Type of Community						
		SE	West	Cent	NE	M	F	Black	White	None	Some	Grad	Post	LOMT	ER	SMPL	MCTY	MBC	UF	HIMT
Found correct dimensions	82	70		88		88	76	41	88	63	67		90	60						90
Found correct area	48	40		54		53	43	18	52	38	34		55	25						

TABLE 12

PERCENTAGES OF SEVENTEENS PERFORMING MATHEMATICAL CONVERSION, EXERCISE 301014

Response Activity Categories		Region				Sex		Race		Parental Education				Size and Type of Community						
	Nat.	SE	West	Cent	NE	M	F	Black	White	None	Some	Grad	Post	LOMT	ER	SMPL	MCTY	MBC	UF	HIMT
Inches to feet	69	61			76			39	74	53	54		77	49						79
Feet to inches	94	90		96		96	92	74	96	87	87		97	82	97					97
Seconds to minutes	73	60		79		78	68	33	78	51	57		81	53	83					84
Minutes to seconds	98	95						90	99	94			99	90	91					100
Ounces to pounds	89					91	87	74	92				91	80	94					
Pounds to ounces	83	80				85	81	56	87	74	76		88	67	92	86				

TABLE 13

COMPARISON OF IN-SCHOOL AND OUT-OF-SCHOOL SEVENTEENS ON MATHEMATICAL CONVERSIONS, EXERCISE 301014

Response Activity Categories	Nat.	Region				Sex		Race		Parental Education				Size and Type of Community						
		SE	West	Cent	NE	M	F	Black	White	None	Some	Grad	Post	LOMT	ER	SMPL	MCTY	MBC	UF	HIMT
Inches to ft.																				
In-school	71				78			43	75	58	61		77	53						80
Out-of-school	37																			
Feet to in.																				
In-school	95	93				96	93	76	97		91		97	86	97					98
Out-of-school	77																			
Seconds to min.																				
In-school	75	66		81		81	70	37	81	57	66		82	57	84					86
Out-of-school	34																			
Min. to sec.																				
In-school	98					89	88	94	99				100						100	100
Out-of-school	87																			
Oz. to lbs.																				
In-school	90					92	88	74	92						95	93				
Out-of-school	77																			

TABLE 13.--Continued

Response Activity Categories	Nat.	Region				Sex		Race		Parental Education				Size and Type of Community						
		SE	West	Cent	NE	M	F	Black	White	None	Some	Grad	Post	LOMT	ER	SMPL	MCTY	MBC	UF	HIMT
Lbs. to oz.																				
In-school	85					87	83	60	89				88	71	93	89				
Out-of-school	57																			

TABLE 14

PERCENTAGES OF SEVENTEENS GIVING CORRECT RESPONSES TO SUB-PARTS OF COMPLETING AN ORDER BLANK, EXERCISE 302005

Response Category	National Percentage
Date	91
Name	99
Street address	98
City, street, and zip	97
Total amount for order	75
Shipping and handling charges	73
Total amount enclosed	69
Order blank date acceptable	92
Order blank name acceptable	99
Order blank address acceptable	98

TABLE 15

PERCENTAGES OF SEVENTEENS PARTICIPATING IN GROUP DISCUSSIONS, EXERCISE 302017

Response Activity Categories	Nat.	Region				Sex		Race		Parental Education				Size and Type of Community						
		SE	West	Cent	NE	M	F	Black	White	None	Some	Grad	Post	LOMT	ER	SMPL	MCTY	MBC	UF	HIMT
Participated in discussion with organized group	76									57	66		84		82					
Led discussion with organized group	40			45						28	34	34	50			37				
Have given speech or report to organized group	58		49	66		55	61			41	48		67							

TABLE 16

PERCENTAGES OF SEVENTEENS READING QUANTITY OF LIQUID IN PICTURED MEASURING CUP, EXERCISE 303011

Response Activity Categories	Nat.	Region				Sex		Race		Parental Education				Size and Type of Community						
		SE	West	Cent	NE	M	F	Black	White	None	Some	Grad	Post	LOMT	ER	SMPL	MCTY	MBC	UF	HIMT
Read quantity of liquid in measuring cup	92	87	96	95				75	95	83	85		97	85				96		97

TABLE 17

PERCENTAGES OF SEVENTEENS CORRECTLY SKETCHING A GEOMETRIC FIGURE,
EXERCISE 303012

Response Activity Categories	Nat.	Region SE	 West	 Cent	 NE	Sex M	 F	Race Black	 White	Parental Education None	 Some	 Grad	 Post	Size and Type of Community LOMT	 ER	 SMPL	 MCTY	 MBC	 UF	 HIMT
Acceptable for position, 3D and size (all)	17	11	22					8	18			14	21	11						
(in-school)	17																			
(out-of-school)	12																			
Position of object (all)	77	72	83	81	71			70								73	83			
(in-school)	78																			
(out-of-school)	69																			
Relative size acceptable (all)	21	15						14	22				24							
(in-school)	21																			
(out-of-school)	17																			

TABLE 18

PERCENTAGES OF SEVENTEENS SUGGESTING CHANGES IN HIRING PRACTICES FOR AIRLINE STEWARDESSES, EXERCISE 304011

Response Activity Categories	Nat.	Region				Sex		Race		Parental Education				Size and Type of Community						
		SE	West	Cent	NE	M	F	Black	White	None	Some	Grad	Post	LOMT	ER	SMPL	MCTY	MBC	UF	HIMT
Acceptable change for marriage, sex or age	32																			
No change for marriage, sex or age	47		39			43	51		49		54			36		52				

TABLE 19

PERCENTAGES OF SEVENTEENS KNOWING HOW TO HELP SOMEONE WHO KNOWS NO ENGLISH, EXERCISE 305009

Response Activity Categories	Nat.	Region				Sex		Race		Parental Education				Size and Type of Community						
		SE	West	Cent	NE	M	F	Black	White	None	Some	Grad	Post	LOMT	ER	SMPL	MCTY	MEC	UF	HIMT
Gave at least one constructive suggestion (all)	92	88		94				86					94		95					96
(in-school)	93																			
(out-of-school)	82																			

TABLE 20

PERCENTAGES OF SEVENTEENS RECOGNIZING POSITIVE AND NEGATIVE ACTIONS OF BOSS, EXERCISE 305010

Response Activity Categories	Nat.	Region				Sex		Race		Parental Education				Size and Type of Community						
		SE	West	Cent	NE	M	F	Black	White	None	Some	Grad	Post	LOMT	ER	SMPL	MCTY	MBC	UF	HIMT
Positive																				
"Organized the task"	38			42				58	76	61			78							
"Accepted suggestion"	74																			
"Explained the task"	14	21				11	17	27	13										8	
"Polite"	23					21	26									19				
"Praised good work"	23	16				21	25	9	25		13		26	17						31
"Utilized employees' strong points"	28	23						21					30	22						
"Helped with task"	75							62	76					66						
Negative																				
"Didn't organize task"	9							4	10				10	6						12

TABLE 20.--Continued

Response Activity Categories		Region				Sex		Race		Parental Education				Size and Type of Community						
	Nat.	SE	West	Cent	NE	M	F	Black	White	None	Some	Grad	Post	LOMT	ER	SMPL	MCTY	MBC	UF	HIMT
"Didn't take suggestions?	10				8															
"Didn't explain task"	76							70	77					71						
"Dis-courteous"	76					72	80	62	78	65	65		81							
"Didn't accept respon-sibility"	90	85	93			88	92	78	92	81	84		94							
"Showed favoritism"	16					12	20	10	16					9			21			

TABLE 21

PERCENTAGES OF SEVENTEENS NAMING KINDS OF WORK PEERS DO FOR MONEY IN HIGH RESPONSE CATEGORIES, EXERCISE 306006

Response Activity Categories	Nat.	Region				Sex		Race		Parental Education				Size and Type of Community						
		SE	West	Cent	NE	M	F	Black	White	None	Some	Grad	Post	LOMT	ER	SMPL	MCTY	MBC	UF	HIMT
Clerical																				
(All)	28		23		38	15	41							37	15					
(In-school)	29				10	14	13							9	14					
(Out-of-school)	17																			
Craftsman																				
(All)	6					9	3	4											3	
(In-school)	6					9	3	3		2										
(Out-of-school)	10																			
Farm laborers, foreman																				
(All)	11			16	5	17	6	4	13		7			0	49	18		4	3	1
(In-school)	12			16	5	17	6	4	13		8			0	49	19		5	2	1
(Out-of-school)	8																			
Laborer																				
(All)	45					59	32							37						
(In-school)	45					59	32							37						
(Out-of-school)	45																			

TABLE 21.--Continued

Response Activity Categories	Nat.	Region				Sex		Race		Parental Education				Size and Type of Community						
		SE	West	Cent	NE	M	F	Black	White	None	Some	Grad	Post	LOMT	ER	SMPL	MCTY	MBC	UF	HIMT
Operative																				
(All)	45					54	37	22	49					34	55	49				
(In-school)	45					54	37	24	49					33	55	50				
(Out-of-school)	44																			
Sales																				
(All)	23			20	28	14	33						26					31	17	
(In-school)	24			20	29	15	33											32	17	
(Out-of-school)	18																			
Service																				
(All)	75					64	86	69					78	70				81		83
(In-school)	76	71				65	87						78	70				82		84
(Out-of-school)	65																			

TABLE 22

PERCENTAGES OF SEVENTEENS CORRECTLY COMPLETING PARTS OF A JOB APPLICATION, EXERCISE 306009

Response Activity Categories	Nat.	Region				Sex		Race		Parental Education				Size and Type of Community						
		SE	West	Cent	NE	M	F	Black	White	None	Some	Grad	Post	LOMT	ER	SMPL	MCTY	MBC	UF	HIMT
Described job correctly	78		84			75	81	69	84		72		83	71						
Described qualifications correctly	82	76	85			76	87	67	84	75	73		87							90
Gave references	9					8	10	4	10	6	5	6	13	5						
Sought interview	16					12	19	11												11
Sought contact	36		26		40	33	38			23			40		44					
Asked for other information	8		6																	
Gave reason for wanting job	10							8			6		12				6			15
Gave return address correctly	20	28	9		25			31		12										
Gave date	32		24			20	43				25		35							

TABLE 22.--Continued

Response Activity Categories	Nat.	Region				Sex		Race		Parental Education				Size and Type of Community						
		SE	West	Cent	NE	M	F	Black	White	None	Some	Grad	Post	LOMT	ER	SMPL	MCTY	MBC	UF	HIMT
Gave inside address	33		25			25	40	26	34		24		40	25				21		41
Gave correct greeting	92				95	89	95	81	94	89	86		95	85						95
Gave correct closing	85					79	91	71	88	77	80		89							92
Gave correct signature	85					83	88	66	88		80		89							89
Gave education and training qualifications	44		49		39	24	61				37									
Gave experience	3		6						4	1	2		5		1					6
Gave personal facts relevant to job	13									7	8		16							
Gave personal behavioral traits relevant to job	65		71			60	69	54	66		53		68							

TABLE 22.--Continued

Response Activity Categories	Nat.	Region				Sex		Race		Parental Education				Size and Type of Community						
		SE	West	Cent	NE	M	F	Black	White	None	Some	Grad	Post	LOMT	ER	SMPL	MCTY	MBC	UF	HIMT
Stated that they meet all job requirements	3					2	4										2			

TABLE 23

PERCENTAGES OF SEVENTEENS ASSUMING RESPONSIBILITY FOR OWN BEHAVIOR, EXERCISE 401009

Response Activity Categories	Nat.	Region SE	 West	 Cent	 NE	Sex M	 F	Race Black	 White	Parental Education None	 Some	 Grad	 Post	Size and Type of Community LOMT	 ER	 SMPL	 MCTY	 MBC	 UF	 HIMT
Accept responsibility for own behavior	82							75	84				84							
Acceptable reason for responsibility	88							78	90	79			91	80						
(In-school only)	89							81	90				91	81			92			
(Out-of-school)	77																			

TABLE 24

PERCENTAGES OF SEVENTEENS SUGGESTING ACTION IF NEW SCHOOL RULE SEEMED UNFAIR, EXERCISE 401013

Response Activity Categories	Nat.	Region				Sex		Race		Parental Education				Size and Type of Community						
		SE	West	Cent	NE	M	F	Black	White	None	Some	Grad	Post	LOMT	ER	SMPL	MCTY	MBC	UF	HIMT
Protest or petition																				
(All)	13																			
(In-school)	13																			
(Out-of-school)	10																			
Discuss with authority in company																				
(All)	70					68	73		71		64		73						77	66
(In-school)	70	65				68	73						73						77	65
(Out-of-school)	72																			
Discuss with other authorities																				
(All)	6	4				9	4													
(In-school)	6	4				9	4													
(Out-of-school)	4																			

TABLE 24.--Continued

Response Activity Categories	Nat.	Region				Sex		Race		Parental Education				Size and Type of Community						
		SE	West	Cent	NE	M	F	Black	White	None	Some	Grad	Post	LOMT	ER	SMPL	MCTY	MBC	UF	HIMT
Talk with fellow workers																				
(All)	20		16			16	23	13	20		14		22							
(In-school)	20		15			17	23	14					22							
(Out-of-school)	17																			
Obey and initiate action																				
(All)	0																			
(In-school)	0																			
(Out-of-school)	0																			
Strike																				
(All)	2					2	1			0							1			
(In-school)	2					2	1			1							1			
(Out-of-school)	0																			

TABLE 24.--Continued

Response Activity Categories	Nat.	Region				Sex		Race		Parental Education				Size and Type of Community						
		SE	West	Cent	NE	M	F	Black	White	None	Some	Grad	Post	LOMT	ER	SMPL	MCTY	MBC	UF	HIMT
Try to get it changed																				
(All)	3					4	2	1	4						6					
(In-school)	3					4	3	1	4											
(Out-of-school)	4																			
Complain, gripe, get mad																				
(All)	4											2								
(In-school)	4											3								
(Out-of-school)	3																			
Obey--to try at change																				
(All)	13																			
(In-school)	13																			
(Out-of-school)	13																			

TABLE 24.--Continued

		Region				Sex		Race		Parental Education				Size and Type of Community						
Response Activity Categories	Nat.	SE	West	Cent	NE	M	F	Black	White	None	Some	Grad	Post	LOMT	ER	SMPL	MCTY	MBC	UF	HIMT
Quit, look for another job																				
(All)	19																			
(In-school)	19					21	18													
(Out-of-school)	10																			

TABLE 25

PERCENTAGES OF SEVENTEENS ABLE TO SELECT IMPORTANT ITEM TO DISCUSS AT MEETING, EXERCISE 403010

Response Activity Categories	Nat.	SE	Region		NE	Sex		Race		Parental Education				Size and Type of Community						
			West	Cent		M	F	Black	White	None	Some	Grad	Post	LOMT	ER	SMPL	MCTY	MBC	UF	HIMT
Select one	77							50	82	55	61		86	56		81				86

TABLE 26

PERCENTAGE OF SEVENTEENS SUGGESTING WHY PEOPLE FIND IT HARD TO GET A JOB, EXERCISE 501009

Response Activity Categories	Nat.	Region				Sex		Race		Parental Education				Size and Type of Community						
		SE	West	Cent	NE	M	F	Black	White	None	Some	Grad	Post	LOMT	ER	SMPL	MCTY	MBC	UF	HIMT
Racial discrimination																				
(All)	19	16			24							15	23							
(In-school)	19		16		24							15	23		14					
(Out-of-school)	7																			
Age discrimination																				
(All)	26					23	29					22	30		18					
(In-school)	26					23	29					21	30		18					
(Out-of-school)	27																			
Sex discrimination																				
(All)	8		5		11	6	9			3		6	10		3				13	
(In-school)	8		5		11	6	10			4		6	11		3				12	
(Out-of-school)	4																			

TABLE 26.--Continued

Response Activity Categories	Nat.	Region				Sex		Race		Parental Education				Size and Type of Community						
		SE	West	Cent	NE	M	F	Black	White	None	Some	Grad	Post	LOMT	ER	SMPL	MCTY	MBC	UF	HIMT
Ethnic discrimination																				
(All)	3			1								2			1	1				
(In-school)	3			1								2			1	1				
(Out-of-school)	1																			
Religious discrimination																				
(All)	3		1			1	4		3					1			1			
(In-school)	3		1			2	4		3					1			1			
(Out-of-school)	0																			
Over-qualified																				
(All)	1	1				1	2			0		1	2							4
(In-school)	1	1					2			0		1							0	4
(Out-of-school)	1																			

TABLE 26.--Continued

Response Activity Categories	Nat.	Region SE	 West	 Cent	 NE	Sex M	 F	Race Black	 White	Parental Education None	 Some	 Grad	 Post	Size and Type of Community LOMT	 ER	 SMPL	 MCTY	 MBC	 UF	 HIMT
Police record																				
(All)	10		6		14	12	8	5	11						5					
(In-school)	11		6		15	13	8	5	12						5					
(Out-of-school)	4																			
Past drinking/ drug problem																				
(All)	0																			
(In-school)	0																			
(Out-of-school)	0																			
Personality/ manners																				
(All)	7															10				
(In-school)	7															10				
(Out-of-school)	10																			

TABLE 26.--Continued

Response Activity Categories	Nat.	Region				Sex		Race		Parental Education				Size and Type of Community						
		SE	West	Cent	NE	M	F	Black	White	None	Some	Grad	Post	LOMT	ER	SMPL	MCTY	MBC	UF	HIMT
Appearance																				
(All)	11					13		8												
(In-school)	11							8	12											
(Out-of-school)	12																			
Other discriminatory practices																				
(All)	6									2										
(In-school)	6							4	6	2										
(Out-of-school)	3																			
Not enough experience/ training																				
(All)	83					80	86						87							
(In-school)	84					81	87						87							
(Out-of-school)	69																			

TABLE 26.--Continued

Response Activity Categories	Nat.	Region				Sex		Race		Parental Education				Size and Type of Community						
		SE	West	Cent	NE	M	F	Black	White	None	Some	Grad	Post	LOMT	ER	SMPL	MCTY	MBC	UF	HIMT
Lack of intelligence																				
(All)	4																			
(In-school)	4																			
(Out-of-school)	1																			
Physical health																				
(All)	24							16	25		17	19	30	14				17	31	
(In-school)	24		21					18	26		18	20	30	15				8	32	
(Out-of-school)	11																			
Poor references																				
(All)	14	19				16	13												8	
(In-school)	15	20					13												9	
(Out-of-school)	13																			

TABLE 26.--*Continued*

Response Activity Categories	Nat.	Region SE	 West	 Cent	 NE	Sex M	 F	Race Black	 White	Parental Education None	 Some	 Grad	 Post	Size and Type of Community LOMT	 ER	 SMPL	 MCTY	 MBC	 UF	 HIMT
Demands applicant makes																				
(All)	26				31	23	28	20	26											
(In-school)	25				31															
(Out-of-school)	29																			
Don't know what they want																				
(All)	1					1	2													
(In-school)	1					1	2					1								
(Out-of-school)	1																			
Jobs not available																				
(All)	52	44						35	55		40		57	43	61					60
(In-school)	55	47						36	56		43		57	44	61					60
(Out-of-school)	31																			

TABLE 26.--Continued

Response Activity Categories		Region				Sex		Race		Parental Education				Size and Type of Community						
	Nat.	SE	West	Cent	NE	M	F	Black	White	None	Some	Grad	Post	LOMT	ER	SMPL	MCTY	MBC	UF	HIMT
Too far from job																				
(All)	18			15				13			14					15	13			24
(In-school)	18			15													14			24
(Out-of-school)	9																			
Poor Interview																				
(All)	2																			
(In-school)	2																	0		
(Out-of-school)	1																			

TABLE 27

PERCENTAGES OF SEVENTEENS GIVING REASON WHY WORKER MIGHT LIKE REPETITIVE JOB, EXERCISE 501011

Response Activity Categories	Nat.	Region				Sex		Race		Parental Education				Size and Type of Community						
		SE	West	Cent	NE	M	F	Black	White	None	Some	Grad	Post	LOMT	ER	SMPL	MCTY	MBC	UF	HIMT
Worker might like repetitive job	47	53				44	50	57												
Reasons for liking job:																				
May pay well	3									0										
Easy	8							15	7				6				12	5		4
Likes people he works with	1		0						1										0	
Likes running machine/working with hands	3																			
Likes lack of responsibility, able to relax	1	2						0	1			0	2				0			
Gets satisfaction from doing job well	1											1	2	0						
Gives evidence he likes it	21	27			17	17	24	26												14
May have low mentality	2								0	1	2		1	1			1			

TABLE 27.--Continued

Response Activity Categories		Region				Sex		Race		Parental Education				Size and Type of Community						
	Nat.	SE	West	Cent	NE	M	F	Black	White	None	Some	Grad	Post	LOMT	ER	SMPL	MCTY	MBC	UF	HIMT
Only job he could get	3					2	4											1		
Reasons why might not like it:																				
Monotonous--no challenge	38	30						26	40		33									
Pay is poor	1		0					0	1				0	0	0					0

TABLE 28

PERCENTAGES OF SEVENTEENS SUGGESTING WHO SHOULD MAKE THE FINAL DECISION ABOUT A JOB, EXERCISE 503011

Response Activity		Region				Sex		Race		Parental Education				Size and Type of Community						
Categories	Nat.	SE	West	Cent	NE	M	F	Black	White	None	Some	Grad	Post	LOMT	ER	SMPL	MCTY	MBC	UF	HIMT
Self	87	81						79	88											
Self in consultation with others	4		2									3	5	1						
Me and my parents	3	3							2										1	
Parents	1	2											1							0
Persons other than parents	3	5			1										0					

TABLE 29

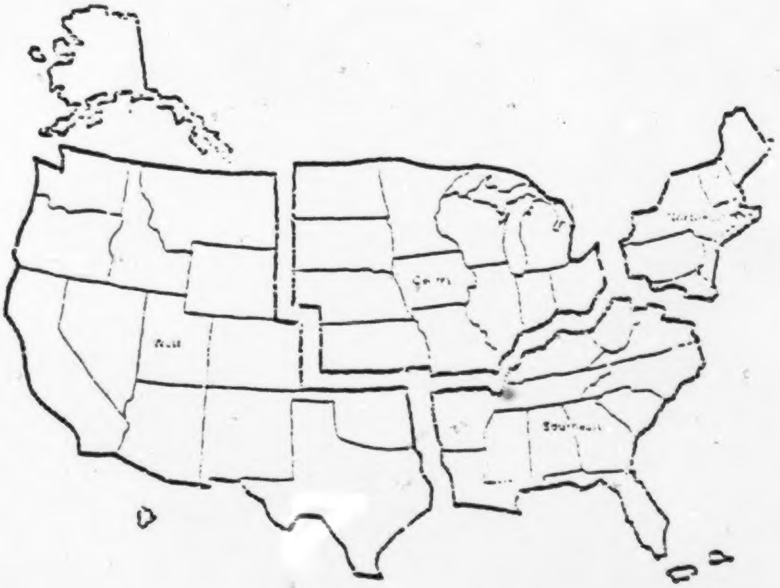
PERCENTAGES OF SEVENTEENS WISHING TO PRESERVE CHILD LABOR LAWS, EXERCISE 504005

Response Activity Categories	Nat.	Region				Sex		Race		Parental Education				Size and Type of Community						
		SE	West	Cent	NE	M	F	Black	White	None	Some	Grad	Post	LOMT	ER	SMPL	MCTY	MBC	UF	HIMT
Should continue them	74	66			79			53	77	64	63		79							82
Work interferes with education																				
(All)	36	31				32	41	22	28	25	22		43							50
(In-school)	38					33	43	24	40	27	24		44					46		51
(Out-of-school)	12																			
Employers exploit																				
(All)	15	9						4	16		8		18							11
(In-school)	15	10						5	16		8		18							11
(Out-of-school)	8																			
Parents exploit																				
(All)	7					5	8	3	7		4		8	3						
(In-school)	7					5	8	3	7				8	3						
(Out-of-school)	4																			

TABLE 29.--Continued

Response Activity Categories	Nat.	Region				Sex		Race		Parental Education				Size and Type of Community						
		SE	West	Cent	NE	M	F	Black	White	None	Some	Grad	Post	LOMT	ER	SMPL	MCTY	MBC	UF	HIMT
Protect well being																				
(All)	38		30		45			25	41		30		42							
(In-school)	40		31		45			25	42		30		41							
(Out-of-school)	22																			
Employ more adults																				
(All)	11	5		15				4	12	6	7		14	6						16
(In-school)	11	5		15				4	12		8		14	6						16
(Out-of-school)	5																			
Children not qualified																				
(All)	35					32	38	27						29	43					
(In-school)	35					32	38	28						30	44					
(Out-of-school)	33																			

FIGURE 1. National Assessment Geographic Regions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